



WAVERLEY COUNCIL

Inclusive Play Space Study Report

December 2020



Fiona Robbé
Landscape architecture,
horticulture and playspace design



PARKLAND
PLANNERS

Acknowledgement

Waverley Council acknowledges the Bidjigal and Gadigal people who traditionally occupied the Sydney Coast and we pay our respects to Elders past, present and future.

Council would like to acknowledge all the Aboriginal and Torres Strait Islander Elders, community members, and service providers who support our work in Reconciliation.

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Executive Summary



Introduction

Waverley Council's Inclusive Play Space Study provides a blueprint to direct the future provision, planning, design and development of public inclusive play spaces across the Waverley Local Government Area (LGA).

The key objectives of the Inclusive Play Space Study are:

- > Provide strategic direction to Waverley Council regarding equitable, inclusive, and engaging play spaces;
- > Develop inclusive play space design principles;
- > Develop inclusive play space evaluation criteria checklists;
- > Provide a supporting document to the adopted Waverley Play Space Strategy 2014-2029; and
- > Align Council's Play Space Strategy with the NSW State Government's 'Everyone Can Play' Guide.

This Study comprises Volume 1 of the Waverley Inclusive Play Space Study, supported by Volume 2: Community Consultation Report, which summarises the community consultation process and findings that have underpinned the main study.

Scope and Methodology

The scope of this Inclusive Play Space Study is to identify how play spaces within the Waverley LGA can be developed to be more inclusive.

It is anticipated that many of the play spaces in the LGA are able to be developed in accordance with the study's inclusive design principles. Some play spaces may not be able to achieve the goal of wholehearted "inclusion" as they are inherently compromised by site factors such as being too steep for access (see Section 7 for details). When upgraded, these play spaces will still follow inclusive principles where possible.

This Study includes inclusive play space principles, and inclusive play space evaluation criteria checklists, which can be used to guide the design of future inclusive play spaces in Waverley LGA.

Fourteen (14) play spaces were identified in this study which were considered suitable for delivering the highest level of inclusion. Action plans were developed for each of these 14 play spaces, to provide an initial short to medium term focus for a higher level of inclusion in Waverley LGA.

Community Consultation

Community consultation is critical to the success of the Inclusive Play Space Study in reflecting the needs of the community in current and future provision of inclusive and accessible play spaces in Waverley LGA. Extensive consultation was undertaken, the results of which can be found in Volume 2: Community Consultation Report. Outcomes from the community engagement were used to generate principles for inclusive play provision in the Waverley LGA.

Waverley Council will continue to undertake community consultation as individual play spaces are redeveloped, allowing further community input into the inclusive design outcomes for the play spaces.

Inclusive Play Space Principles

In order to assess and guide the development of Waverley's existing play spaces, a series of design principles were formulated. These were developed using the NSW Government's 'Everyone Can Play' Guideline, Waverley Council's Play Space Strategy and the community consultation findings and recommendations.

The 'Everyone Can Play' guide sets three well-considered and simple overarching principles. This Study uses these principles and investigates how they can be practically applied through a series of inclusive play space principles under each of the three guiding principles.

The inclusive play space principles identify recommended best practice design parameters for inclusive play spaces (see Section 7 for details).

Play Space Hierarchy

In Australia, play spaces are classified within a hierarchical framework. Waverley Council has adopted the following hierarchy categories:

- > Regional
- > District
- > Neighbourhood
- > Pocket
- > Special Use (i.e. skate park)

The inclusive play principles can be applied to each category of play space in the hierarchy. The scale and complexity of inclusive play is proportional with the play space hierarchy and function – the larger the play space the more inclusive play types and experiences can be achieved, whereas the smaller the play space the fewer types and experiences can be achieved.

Where Pocket and Neighbourhood play spaces are unique is that they offer a 'mosaic' of play approach in a suburb: a group of smaller play spaces should be seen as offering inclusive play principles which complement each other.

This 'mosaic' approach is supported by the Play Space Strategy and further investigated through community consultation during detailed design.

Targeted Play Spaces

The degree of inclusivity of each play space in Waverley LGA was analysed in the context of its hierarchy, as described in Section 4. Following on from this analysis, Waverley Council identified fourteen (14) play spaces in the LGA which:

- > Display some inclusive play elements and features, such as an accessible path of travel, flatter topography, and existing supportive facilities like car parking;
- > Are capable of meeting the broad objectives of a higher level of inclusion in an inclusive play space;
- > Will support a range of users; and
- > Will provide an even distribution of inclusive play spaces across the LGA.

These fourteen (14) play spaces will provide a network of high quality inclusive play spaces in the short, medium and long term.

An evaluation checklist template was developed for each of the play space hierarchies.

Each play space was evaluated using the checklists, and an action plan for improvement of inclusive play was developed.

Action Plan

An Action Plan has been developed to implement the vision and principles of the Inclusive Play Study. The Inclusive Play Action Plan supplements and must be reviewed in conjunction with the Action Plan in the Waverley Play Space Strategy 2014-2029.

Inclusive play can be improved in the Waverley LGA through a combination of:

- > Play space upgrades on a space-by-space basis that include improvements in accessibility and apply inclusive design principles;
- > Small improvements incrementally undertaken to existing play spaces as resources allow (e.g. signage, footpath connections, etc.); and
- > Upgrade identified existing play spaces to create a number of inclusive play spaces across the LGA.

Implementation of the Inclusive Play Action Plan can be more effective by:

- > Further consultation with age and disability stakeholders during detailed design;
- > Analysing play space requirements in relation to the surrounding community (community consultation) and existing play spaces (mosaic of play);
- > Applying the principles and checklists provided in the Inclusive Play Space Study Report;
- > Communication to stakeholders and the community about inclusive play activity in the LGA; and
- > Consistent monitoring and evaluation of inclusive play outcomes to inform ongoing inclusive play practice.



1 Introduction



1.1 Background to this Study

Waverley Council adopted the Waverley Play Space Strategy 2014-2029 in November 2014. This 15-year strategy guides the ongoing development of the forty (40) play spaces in the Waverley LGA. The vision for play spaces includes principles and strategies to guide play space development, sets the hierarchy for play space provision, nominates a priority listing for play space upgrades, and provides an Action Plan to guide specific upgrades in identified play spaces.

The Play Space Strategy establishes that principles of universal design, accessibility, socially inclusive play and best practice design for play are all considered in the development of Council's play spaces. However, the Strategy and Action Plan lacks detail on how the principles of accessible and inclusive play are to be achieved in Waverley LGA. This lack of clarity led to approaches from the community requesting that Council integrate inclusive play principles into existing and future play spaces in the Waverley LGA. The community perceived that:

- > There was a lack of accessible play spaces in the Waverley LGA; and
- > That the Play Space Strategy did not adequately address inclusive play provision.

Council's open space network needs to respond to changing trends in the use of parks and play spaces, and ensure "best practice" planning and development of these spaces. There has been increasing interest in the concept of inclusive play spaces which has become recognised as a valuable design endeavour, adopted by most public play space providers in NSW, and playground designers and equipment suppliers in Australia and internationally.

In response, the Inclusive Play Space Study has been developed to provide a blueprint to direct the future provision, planning, design and development of public inclusive play spaces across the Waverley Local Government Area (LGA).

1.2 Purpose and Objectives of this Study

The key objectives of the Inclusive Play Space Study are to:

- > Provide strategic direction to Waverley Council regarding how existing play spaces in the LGA can be developed to provide a network of equitable, inclusive, accessible and engaging play spaces to meet the needs of a broader spectrum of residents and visitors, including people with disabilities;
- > Develop Inclusive Play Space design principles that can be applied to match the hierarchy of play spaces in the Waverley LGA (Pocket, Neighbourhood, District and Regional play spaces);

- > Develop a planning and design tool in the form of an inclusive play space evaluation criteria checklist for each play space hierarchy (Pocket, Neighbourhood, District and Regional play spaces);
- > Provide a supporting document to the adopted Waverley Play Space Strategy 2014-2029; and
- > Align Council's Play Space Strategy with the NSW State Government's 'Everyone Can Play' guideline.

1.3 Scope and Methodology

The scope of this Inclusive Play Space Study is to identify how play spaces within the Waverley LGA can be developed to be more inclusive.

The study primarily focuses on play spaces for which Waverley Council has ownership and/or management responsibility. Queens Park, which is managed by the Centennial Park and Moore Park Trust (CPMPT) has been included in the study's assessment of potential inclusive play spaces across the LGA.

The broad long-term aim of the Study is to provide high quality inclusive play provision to Council's play spaces across the LGA. The inclusive play design principles will be incrementally applied to all Council's play spaces over time. However, it is recognised that some play spaces are inherently compromised by site factors such as being too steep to be considered 'accessible' or 'wholly inclusive' (See Section 7 for details). Upgrades to these play spaces will align with the inclusive design principles proposed in this Study, wherever possible.

It is proposed to incrementally deliver a greater level of inclusive play across the LGA. Fourteen (14) play spaces have been identified as highly suited for redevelopment as high quality inclusive play spaces. These play spaces are well suited to applying the Inclusive Play Design Principles and were selected as they already display some inclusive features (e.g. an accessible path of travel, flat topography, sense of protection, or existing supportive facilities).

These play spaces provide an initial short to medium term focus for a higher level of inclusion. The intention is to provide an immediate network of inclusive play spaces, providing residents and visitors with the choice to access a variety of inclusive play space experiences across the LGA. Eventually, all play spaces in the LGA will be upgraded to be as inclusive as possible, dependent on site factors and community requests.

To inform the development of Design Principles and Action Plan recommendations for inclusive play, the following process was followed:

- > Community consultation: diverse community and stakeholder inputs identified inclusive play needs;
- > Current inclusive play space trends, policies and best practice principles were assessed, and implications to the Waverley LGA were established; and
- > Waverley Council's play spaces were assessed, reviewing current inclusive play provision, distribution, and quality in order to provide an assessment on gaps and opportunities.

These assessments then identify:

- > Principles for inclusive play provision with reference to the current play space hierarchy and distribution; and
- > Opportunities for improving fourteen (14) targeted play spaces to improve their offer of inclusive play.

The process of preparing this study is shown in Figure 1.1.

1.4 Definitions

In this Study, reference is made to 'play' in a range of contexts. While there are no universally agreed definitions of the terms used in this Study; the following definitions seek to clarify the nuance in this terminology as it appears in this document.

Play: a freely chosen, self directed, non-literal, intrinsically motivated activity undertaken for fun and pleasure, either singly or in groups.

Play space: a dedicated public outdoor environment where play can take place on and around play equipment and associated features.

Play pod: a defined, separated area within a play space, dedicated to a particular use such as resting, swinging, etc.

Play activity: intrinsically motivated activities done for recreational pleasure and enjoyment.

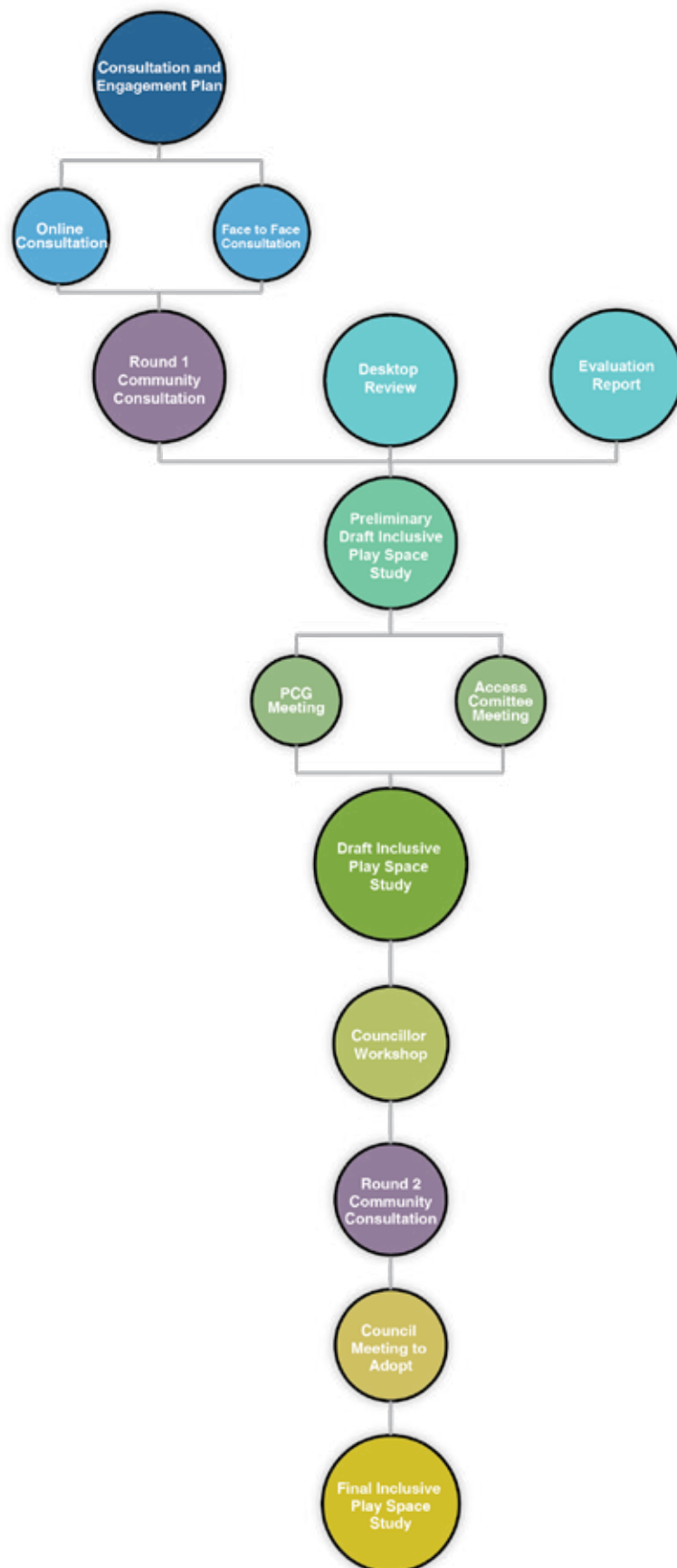
Play equipment: equipment and structures, including components and constructional elements with, or on which, children can play outdoors either individually or in groups, according to their own rules or own reasons for playing which can change at any time, including swings, climbing structures, rockers, slides etc.

Play item: functions the same as play equipment, but is not manufactured, for example boulders, musical instruments, loose parts, etc.

Play type: categories of play activities, including cognitive, free, imaginative, intergenerational, solo/quiet, nature, physical, sensory, side-by-side, and social play. Play equipment and play items may offer one or more play types.

Play experience: the overall involvement, participation and impression an individual may have with/of a play space or play item.

Figure 1.1: Study Methodology



1.5 Document Structure and Hierarchy

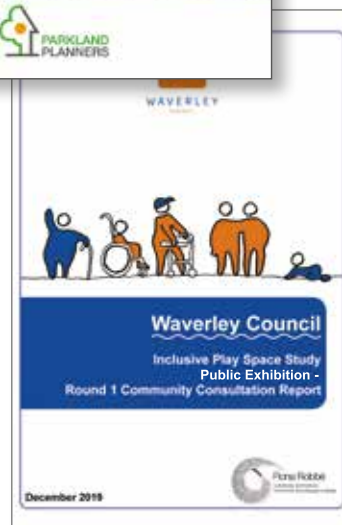
This Study sits under and supports the adopted Play Space Strategy 2014 – 2029. Both documents will be referenced when planning and designing Waverley’s play spaces. The two documents will eventually be amalgamated when the Play Space Strategy is reviewed in 2029, which will further integrate inclusive design principles into Waverley Council’s play policy.

This Study comprises Volume 1 Waverley Inclusive Play Space Study, supported by Volume 2 Community Consultation Reports, which summarises the community consultation process and findings that have underpinned the main Study.

Play Space Strategy 2014 – 2029



The Inclusive Play Space Study



Round 1 and 2 Community Consultation Reports



2 Inclusive Play Context

KEY FINDINGS

Play is a human need and a child's right. An inclusive play space offers robust recreational and social opportunities for all people regardless of differences in abilities, age, culture or gender. An inclusive play space accommodates everyone allowing them to be included in the play experience, play socially, choose from a range of activities, and challenge themselves at their own level.

Providing public play spaces for children with and without disabilities to play together has been of interest in NSW, especially Sydney, since the 1980s. Australia has shown a commitment to inclusive play provision, and leadership in best practice design principles for play. This Study deepens this leadership by identifying best practice inclusive play design principles.

2.1 What is Inclusive Play?

An inclusive play space offers robust recreational and social opportunities for all people regardless of differences in abilities, age, culture or gender. An inclusive play space accommodates everyone allowing them to be included in the play experience, play socially, choose from a range of activities, and challenge themselves at their own level.

An inclusive play space can't provide every experience for everyone, but should provide something that each person can access and enjoy.

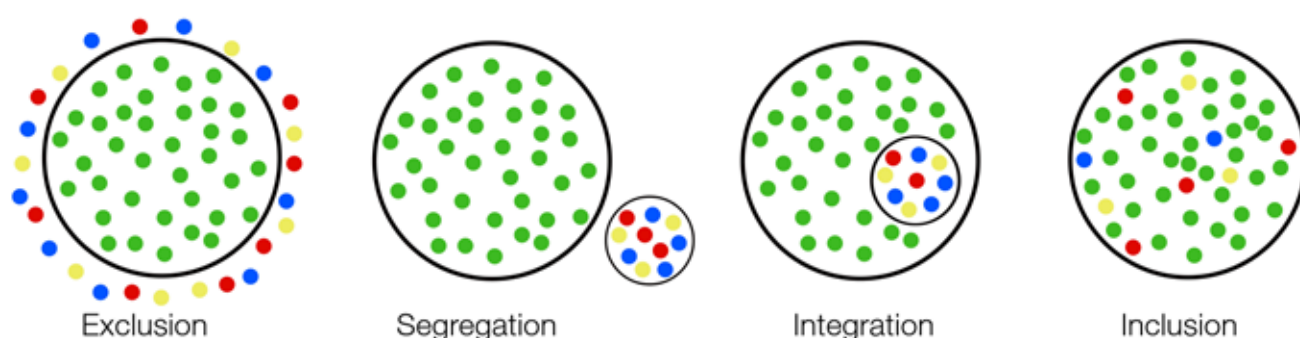
Figure 2.1 offers a graphic representation of the principle of inclusion, as opposed to integration, segregation and exclusion. This diagram represents the various ways that people with disabilities can be provided for in play spaces.

Traditionally play space design has unintentionally excluded or segregated people with disabilities from play spaces and experiences. The best practice approach to play space design is inclusion.

For the purposes of this Study, "inclusive play" means the need of people to play throughout their life, irrespective of their age, ability or cultural background.

"Accessibility" is the ability for users of all capacities to access, use and enjoy play spaces and play equipment as required by the Disability Discrimination Act 1992 and relevant Australian Standards and Codes.

Figure 2.1: The Principle of Inclusion



Exclusion in a play space occurs when people with disabilities are directly or indirectly denied access and use of the play space.

Segregation in a play space occurs when people with disabilities are given a separate area designed specifically for them, in isolation from the main play space.

Integration in a play space occurs when people with disabilities are provided with access to a play space, and are expected to adjust to traditional play space provision, or are provided with a demarcated area or item for their use within the overall space.

Inclusion in a play space occurs when the space is designed seamlessly for all possible users.

2.2 Why Inclusive Play?

Play is a human need and a child's right, as enshrined in the United Nations Convention on the Rights of the Child (1989). We remain playful all of our lives, and for this reason, play spaces have a special role in the public realm: they are uniquely designed to welcome people to an environment where they can be active, social and have fun.

This positive experience can extend to people of all ages and cultures, including those with disabilities, infirmities, illnesses or additional needs, in order to provide equitable recreational facilities to all members of society. Inclusive design is often confused with designing for physical disability, however true inclusive design is much more than this.¹ Inclusive design principles are synonymous with Universal Design and encourage designers to consider how factors such as age, culture, gender, ethnicity and ability shape the way we interact with the world.

Capabilities are often thought of in binary terms – you can either see or you can't, you can either walk or you can't. In reality, sensory, cognitive and physical capabilities all sit on a spectrum or sliding scale of capabilities. Without careful understanding or design some people on this spectrum are unintentionally excluded altogether, while a large portion are inconvenienced¹. Designing for the portion of people on this spectrum who are typically excluded is often an effective way of ensuring the design is suitable for a much wider group of people.

2.3 What is Universal Design?

Universal design is a design approach in which the design of all products and environments is to be usable by people of all ages and abilities, to the greatest extent possible without the need for adaptation (Centre for Universal Design, 1997).

The seven Principles of Universal Design were developed in 1997 by a working group of architects, product designers, engineers and environmental design researchers, led by Ronald Mace (Design Pioneer, internationally recognised Architect) in North Carolina State University. The seven principles are:

1. Principle 1: Equitable Use

The design is useful and marketable to people with diverse abilities.

2. Principle 2: Flexibility in Use

The design accommodates a wide range of individual preferences and abilities.

3. Principle 3: Simple and Intuitive Use

Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.

4. Principle 4: Perceptible Information

The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.

5. Principle 5: Tolerance

The design minimizes hazards and the adverse consequences of accidental or unintended actions.

6. Principle 6: Low Physical Effort

The design can be used efficiently and comfortably and with a minimum of fatigue.

7. Principle 7: Size and Space for Approach and Use

Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.

When executed skilfully, universal design in play spaces is an ideology that applies to all design decisions from the broad to the detail. It requires constant vigilance on the part of designers to assess every decision throughout the design process in relation to its impact on the final usability of the play space. The express goal is that the play space is usable to the widest range of people, and that every person can choose how they want to engage in the play space.

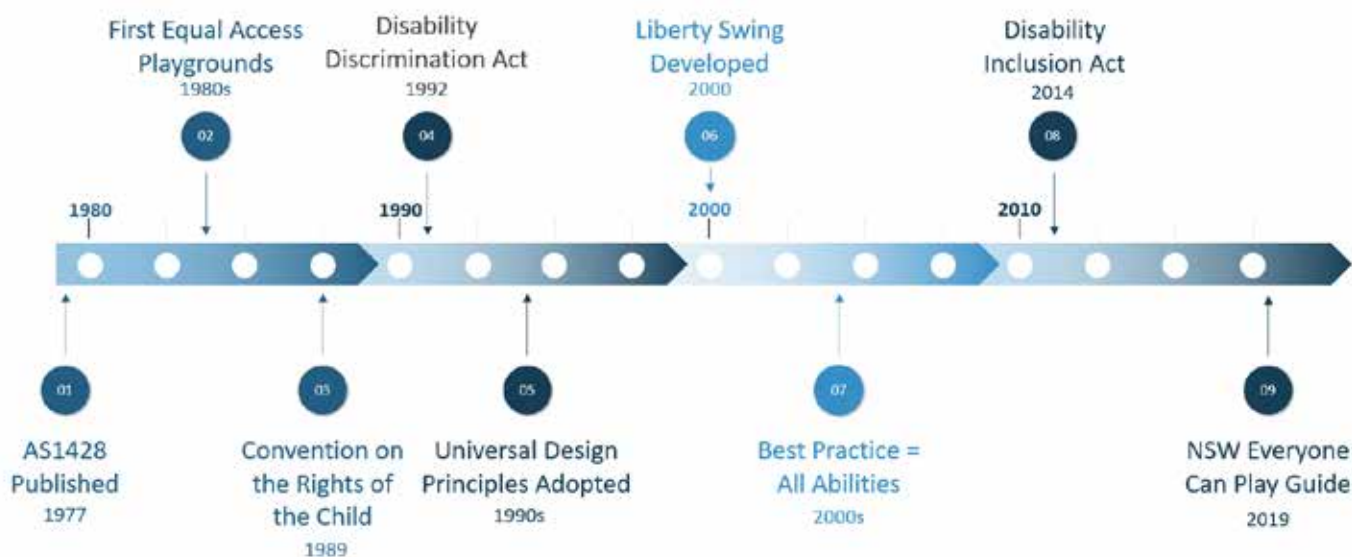
2.4 Inclusive Play Spaces in Sydney

Providing public play spaces for children with and without disabilities to play together has been of interest in NSW, especially Sydney, since the 1980s. One of the first dedicated public play spaces to be built was the Equal Access Playground in the Auburn Botanic Gardens (1980s). The play space's initial focus was on accessible play, with ramps leading up to play platforms. At a similar time, a sensory garden was built in Yurong Street, Sydney CBD, in the 1980s and provided a natural space full of sensory stimulation.

By the 2000s, Local and State Governments recognised that all abilities play spaces were the new best practice standard for Regional and District play spaces. Penrith, Sutherland, Waverley and Willoughby Councils, as well as Centennial Parklands and Sydney Olympic Park, provided leadership in this endeavour in the period of 2000-2010.

1. 'Designing for Diversity', Dan Jenkins, LinkedIn, 2019

Figure 2.2: History of Inclusive Play in Sydney



The genre has developed further in the 2010-2020 period in that the title has changed to inclusive play spaces, and the context of inclusive play has broadened to include people of a greater age range (0 to 80s+). The concept of Intergenerational Play was established (play between the generations) and Councils grappled with having more than one inclusive Regional play space in the LGA. More awareness of inclusive play needs saw a range of well-designed, off-the-shelf equipment also becoming available.

The advent of the NSW Everyone Can Play Guide 2019 has provided the first Government guidelines on inclusive play, along with Government grants to assist in the provision of public inclusive play provision. Simultaneously this period saw the requirement of Disability Inclusion Action Plans to be developed by NSW Government Departments, some government agencies, and all Local Councils under the Disability Inclusion Act 2014. Disability Inclusion Planning is about making a plan that outlines the intentions and actions that agencies will take to remove barriers in access, and to foster the promotion of the rights of people with disability.²

A summary of strategies and plans that Waverley Council has adopted to reflect the requirements of the Disability Inclusion Act 2014 can be found in Section 3.

2.5 Australia – Leading the Way on Inclusive Play

There are a number of countries and governments globally which show commitment to inclusive play provision, including America, Hong Kong, Denmark, Ireland and New Zealand. The approach to inclusive play provision in Australia shows leadership and a commitment to ‘best practice’ design principles.

What makes Australia unique is that the inclusive play environment is approached holistically, and is seen as an integrated setting for play, rather than being equipment focused.

By ‘integrated’, the following points of difference are significant:

Integrated Approach	Traditional Approach
All people are considered as the user group.	Children are usually the main user group.
A natural setting is included throughout the play space, with trees, shrubs, boulders and some natural surfaces.	Natural settings are less common in play spaces with the emphasis being on equipment.
The social aspect of inclusive play is emphasised in design, i.e. gathering spaces, furniture, BBQs, toilet provision and shade provision.	Social design is considered but is less prevalent in the design solutions.
Different play types are offered individually in well-defined ‘pods’ of space.	Different play types are offered together on large integrated structures with ramps, along with separate individual ground level challenges.

2. ‘Disability Inclusion Action Plans’, NSW Government Communities and Justice, Online, 2019

3 Strategic Planning Framework



KEY FINDINGS

The Inclusive Play Space Study sits within a broad context of reports, Acts, guidelines, Standards, notes, studies, projects, plans and strategies. The findings and recommendations from these documents have been endorsed by Waverley LGA, and will be further enacted upon in this Study.

3.1 Planning Context

This study sits within a broad policy framework that includes international treaties, national Acts and Standards, state Guidelines, Acts and Plans – all of which pertain to Waverley Council. In addition, there are Plans, Strategies and other documents adopted by Waverley Council which all influence the context of inclusive play provision in the LGA. Figure 3.1 shows the key Waverley Council Planning and Policy documents relating to Waverley play spaces.

Figure 3.1: Play Provision: Waverley Council Policy Context

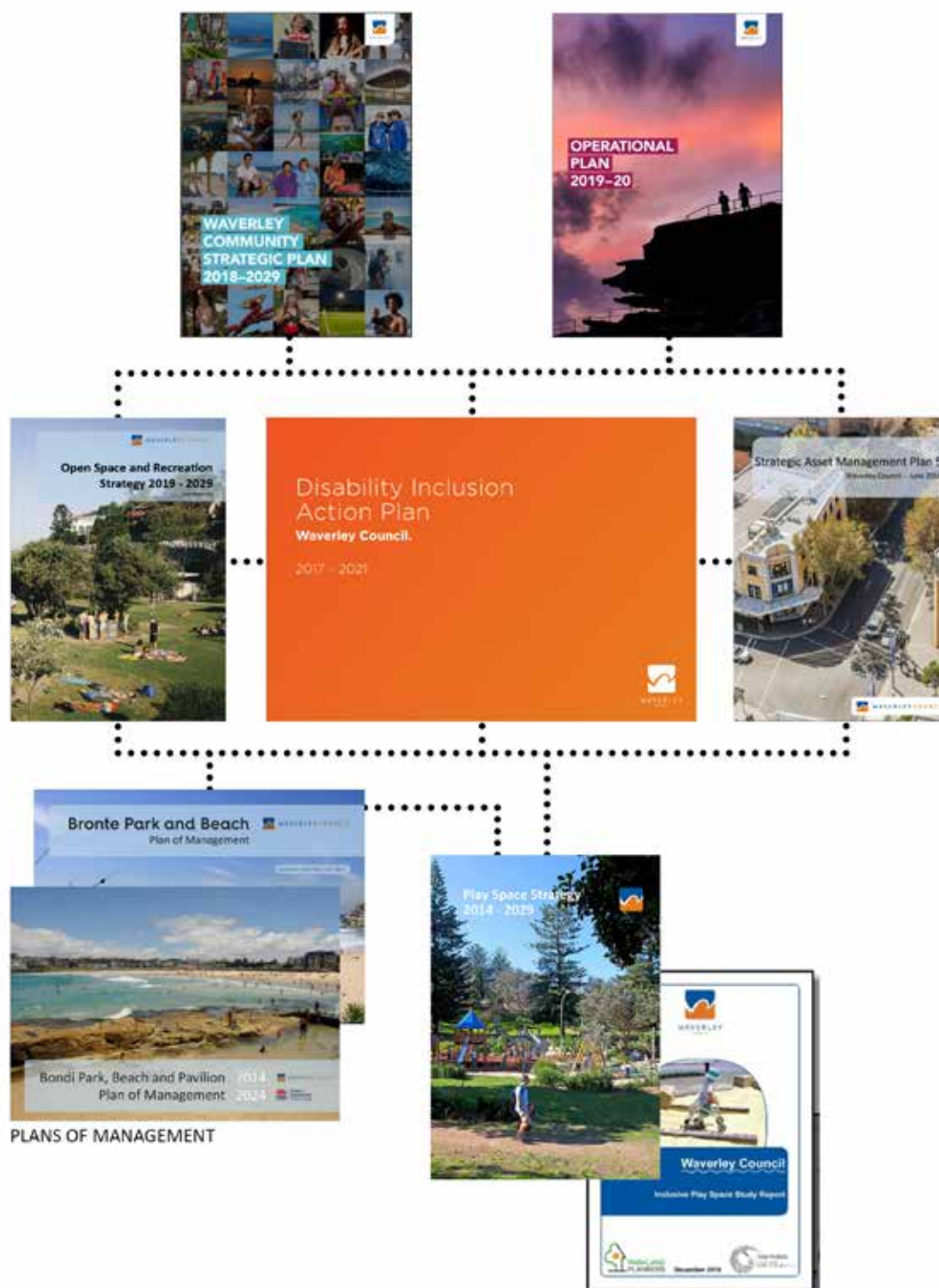


Table 3.1: Broad Strategic Framework

INTERNATIONAL	
Legislation	
Strategic/ land use planning	
Open space/ Recreation	
Children	United Nations Convention on the Rights of the Child 1989
Play	Ireland National Play Policy 2004 KOMPAN Outdoor Play for All Children 1993 USA Access Board A Summary of Accessibility Guidelines for Play Areas 2000 Hong Kong Playright – Inclusive Play Space Guide 2018 Playworld – Inclusive Play Design Guide
Inclusion/ Disability	United Nations Convention on the Rights of Persons with Disabilities 2006
Transport/ Access	
NATIONAL	
Legislation	Disability Discrimination Act 1992
Strategic/ land use planning	
Open space/ Recreation	
Children	
Play	Australian Standards for Play Spaces 2017
Inclusion/ Disability	Australian National Disability Strategy 2010-2020
Transport/ Access	Australian Human Rights Commission Advisory Note on streetscape, public outdoor areas, fixtures, fittings and furniture 2013 Australian Standards for Access
INTERSTATE	
Legislation	
Strategic/ land use planning	
Open space/ Recreation	
Children	
Play	Sport and Recreation Victoria – Good Play Space Guide 2011 Accessible Inclusive Playgrounds in the ACT
Inclusion/ Disability	Sport and Recreation Victoria – Design for Everyone Guide 2017
Transport/ Access	
NSW	
Legislation	NSW Disability Inclusion Act 2014 Local Government Act 1993 Crown Land Management Act 2016 Environmental Planning and Assessment Act 1979 SEPP (Infrastructure) 2007
Strategic/ land use planning	
Open space/ Recreation	Greener Places Draft Open Space for Recreation Guidelines
Children	NSW Strategic Plan for Children and Young People 2016
Play	Everyone Can Play: A Guideline to Create Inclusive Play Spaces 2019
Inclusion/ Disability	NSW Disability Inclusion Action Plan 2015-2019
Transport/ Access	

SYDNEY	
Legislation	
Strategic/ land use planning	A Metropolis of Three Cities: The Greater Sydney Regional Plan 2018
Open space/ Recreation	Sydney Green Grid 2019 Greater Sydney Outdoors Study 2019
Children	
Play	
Inclusion/ Disability	
Transport/ Access	
DISTRICT/REGIONAL	
Legislation	
Strategic/ land use planning	Eastern City District Plan 2018
Open space/ Recreation	
Children	Centennial Park Masterplan 2040 Moore Park Masterplan 2040 Moore Park South Masterplan 2020 Queens Park Masterplan 2005
Play	
Inclusion/ Disability	Randwick and Waverley Disability Inclusion Framework and Action Plan 2017-2021
Transport/ Access	
WAVERLEY	
Legislation	Landscape Concept/ Master Plans, e.g. Marks Park, Clarke Reserve
Strategic/ land use planning	Draft Waverley Local Strategic Planning Statement Waverley Community Strategic Plan 2018-2029 Waverley Local Environmental Plan 2012 Waverley Development Control Plan 2012 Plans of Management Accessibility and Universal Access Reports, e.g. Bondi Park, Bronte Park Access Bondi Project
Open space/ Recreation	Waverley Recreation Needs Study 2008 Draft Waverley Council Open Space and Recreation Strategy 2019-2029 Strategic Asset Management Plans Play space inspections
Children	Play space upgrade and improvement schedule / Capital Works Program
Play	Waverley Council Play Space Strategy 2014-2029 Play Space Strategy – Site Audit Results 2014
Inclusion/ Disability	Waverley Disability Inclusion Action Plan 2017-2021 DIAP Planning Consultation Report 2014-2029
Transport/ Access	Waverley People, Movement and Places Strategy 2017

Key messages from the strategic context review are as follows:

- > There is no Act or policy which requires the provision of inclusive play spaces in the public realm. However, the Australian Playground Standards (AS4685) recommend that:
 - AS4685.0 (Forward) states that, “Provision should also be made to cater for the needs and interests of users of all abilities”;
 - AS4685.1 (Preface) states that, “Designers and providers must note the importance of providing inclusive play and recreation settings for children and adults with disabilities”;
 - AS4685.0 Clause 6.3.3 states that, “Design for access and inclusion – Playgrounds should be designed so that people with disabilities and those using mobility aids can enter the playground, participate in a choice of play activities, and use the amenities and facilities on site. Inclusive design makes it easier for all users including carers with prams, the elderly, children with wheeled toys, and staff and maintenance workers”;
 - The Playground Standards are cross-referenced by Waverley Council’s adopted Play Space Strategy, hence are a requirement in play provision.
- > Waverley Council has a responsibility under the Disability Discrimination Act (DDA) to provide equitable access to public premises, spaces, programs and events (including play spaces);
- > The NSW State Government ‘Greener Places’ policy guides the planning, design and delivery of green infrastructure in NSW, with the aim to create a healthier, more liveable and sustainable urban environment by improving community access to recreation and exercise, which includes play spaces;
- > The NSW State Government ‘Open Space for Recreation’ Guide provides a framework to encourage improved planning of public open spaces for recreation, and offers detailed planning considerations for play spaces. Inclusive play in this document is cross referenced to the ‘Everyone Can Play’ Guide;
- > The NSW State Government ‘Everyone Can Play’ Guide (2019) is advisory and provides guidance on inclusive play, but has no formal requirements or metrics on inclusive play provision. It encourages designers and Councils to ask three central questions to achieve inclusive play outcomes: Can I get there? Can I play? Can I stay?
- > Under the Local Government Act 1993, it is Waverley Council’s responsibility to ensure the provision of play opportunities to accurately reflect the current and predicted community needs;
- > Waverley Council has adopted several strategies that offer a more intentional, action-based focus on play provision and inclusivity:
 - The Waverley Community Strategic Plan 2018-2029 (Together 3) outlines Council’s commitment to ensuring a healthy environment and quality of life through a range of recreation and leisure opportunities;
 - The Waverley Disability Inclusion Action Plan 2017-2021 outlines the intentions and actions that Waverley Council will take to remove barriers in access to facilities, amenities, parks and beaches, and to foster the promotion of the rights of people with disability;
 - The Draft Waverley Open Space and Recreation Strategy 2019-2029 guides Council in managing open spaces for recreation, aligning with the vision that Waverley’s parks and reserves are available to everyone, they support healthy and active lifestyles, and that they are welcoming, safe and well-cared for. The priority for future play space provision is on universal access and embracing diversity; and
 - The Waverley Play Space Strategy 2014-2029 describes how to deliver Council’s vision for play spaces by means of a detailed action plan.

Conclusion

Inclusive play space provision is required by inference in many of the above Acts and policy documents, such as the Disability Discrimination Act, hence this form of play is required in order to meet the Duty of Care framework set up by the Act or policy document.





4 Waverley Demographic Context

KEY FINDINGS

Predicted increases in the proportion of young people (5 to 24 years) and older people (over 75 years) in Waverley LGA indicates the need for an intergenerational approach to play space design. This is reinforced by the increasing number of older residents with a need for assistance, who would benefit from intergenerational equipment in play spaces.

A predominantly young workforce living in high density housing and with fewer cars require an equitable distribution of quality play spaces and diverse play experiences that can be accessed without a car.

The disability profile for Australian children is different to that of the greater population. Children are 2 – 3 times more likely to have an intellectual or sensory processing disorder than a physical restriction, and are also more likely to have co-morbid conditions along with a primary disability. Designing for children with disabilities means accounting for a whole spectrum of disability groups.

The relatively even distribution of carers across the Waverley LGA indicates a universal need for adequate supportive elements. Carers in Waverley would benefit from supportive features such as accessible paths, bathrooms, seating, and equipment.

4.1 Population, Density and Demographics

A full analysis of the population, density and demographic profile of the Waverley LGA can be found in Appendix B. The key messages from this analysis are as follows.

4.1.1 Population

The overall population of the Waverley LGA is predicted to increase by 3.7% by 2041.

The increasing population will result in increasing pressure on existing play spaces, and demand for additional play spaces in the LGA. Increases in the proportion of children and young people (5 to 24 years, by 12%) and older people (over 75 years, by 25%) indicates the need for an intergenerational approach to play spaces, including equipment specifically designed for older people.

4.1.2 Density

The high population and housing densities in some areas of the LGA are coincidentally linked to less access to private or public open space in these areas. Adequate and equitable provision of public play spaces are necessary to fill this need. This is particularly important as population densities are set to increase further over the next ten years, especially in the existing high-density areas of Bondi and Bondi Beach.

4.1.3 Population Characteristics

The Waverley community is made up predominantly of young workforce/parents aged 25 to 49 years, who mostly speak English, are very well educated, and earn above average incomes in white-collar occupations and industries. Residents in Waverley are more likely to live in smaller households, renting in medium to high-density areas, and own fewer cars.

Play provision in the Waverley LGA should be suited to these population characteristics, including accounting for the typical working hours of parents, and the proximity of residents to play spaces. This can be achieved by providing equitable distribution of quality play spaces and diverse play experiences nearby the denser areas of need.

4.2 Disability and Carers

The profile of disability in an area can be analysed with respect to:

- > Disability type;
- > Need for assistance; and
- > Distribution of carers

Information regarding need for assistance and distribution of carers in Waverley LGA can be derived from census data. However, data for disability types specifically in Waverley LGA is not readily available. Census data can be used to examine the typical trends in disability types across Australia, hence giving an indicative picture of the disability types in Waverley LGA.

4.2.1 Disability Types

This section describes disability types in Australia derived from the 2016 census, specifically Section 4430.0 – Disability, Ageing and Carers, Australia: Summary of Findings 2018 (ABS).

As of the 2016 census, there are 4.4 million Australians with a disability – representing 17.7% of the total population – where disability is defined in the census as “any limitation, restriction or impairment which restricts everyday activities and has lasted, or is likely to last, for at least six months”.

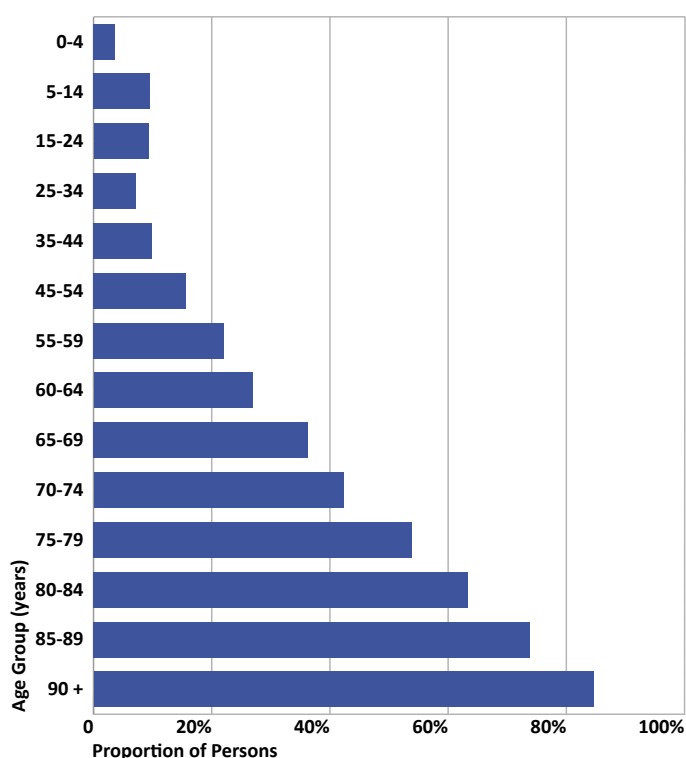
In the census, disabilities are broken down into six categories, being:

- > Head injury, stroke or acquired brain injury;
- > Intellectual;
- > Physical restriction;
- > Psychosocial;
- > Sensory and speech; and
- > Other.

Of the 4.4 million Australians with a disability, over three-quarters (76.8%) report a physical disorder as their main condition, while one-quarter (23.2%) report a mental or behavioural disorder as their main condition.

Disability is more prevalent with age, as shown in Figure 4.1, and so the overall data tends to be skewed towards older people – for example, the most common physical disorder is musculoskeletal, including arthritis and related disorders (most commonly seen in adults over the age of 65³).

Figure 4.1: Disability Prevalence by Age [ABS]

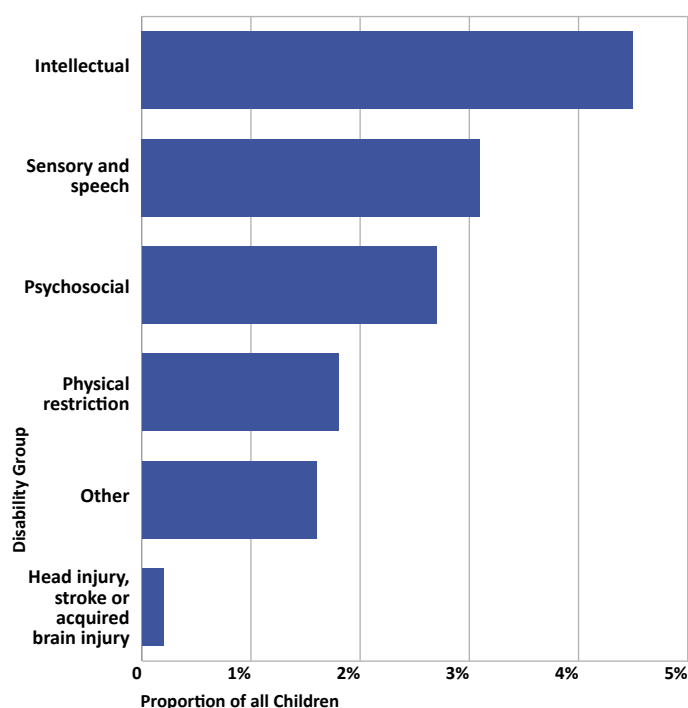


Disability categories for Australian children (i.e. aged under 15 years) present a different picture than for adults. 357,500 Australian children have a disability, representing 7.7% of the population of children, of which the most common disability category is an intellectual disorder (4.5% of children). The disability breakdown for Australian children is shown in Figure 4.2.

Understanding the differences in common disability types for children compared to the overall population of people with disabilities is essential for inclusive play space provision and design. Understanding that children with a disability are 2 – 3 times more likely to have intellectual and sensory processing disorders (e.g. autism, ADHD), as opposed to physical restrictions (e.g. cerebral palsy) can be used to inform play space design.

The disability profile for children is typically more complex than the general population, as co-morbidity (i.e. the presence of additional conditions occurring with a primary condition) is more common in children than adults. For example, a child with autism may also have a vision impairment.

Figure 4.2: Disability Breakdown for Children Under 15 years [ABS]



3. Arthritis, Healthline, 2017

The disability breakdown for children is vastly different to the greater Australian population of people with disabilities. While the most common disability in the general population is a physical disorder, the most common disability among children is an intellectual disorder.

Children are more likely to have co-morbid conditions along with a primary disability, hence designing for children with disabilities means accounting for a whole spectrum of disability groups. This information is essential for inclusive play space design in order to meet the needs of the community.

4.2.2 Need for Assistance

Need for assistance is based on self-reporting and is not directly indicative of disability – for instance, someone may use a mobility aid and therefore needs assistance with core activities, but may not identify as having a disability.

While need for assistance is lower in Waverley than Greater Sydney, the number of residents needing assistance has increased slightly since 2011, by 0.2%. In particular, the number of older residents aged 85+ requiring assistance has increased since 2011 by 2.8%.

Play space design can assist those in need of assistance by providing opportunities for rehabilitative equipment and opportunities for movement and gentle exercise in a social environment.

4.2.3 Distribution of Carers

There is a relatively even distribution of unpaid carers across the LGA, which indicates a universal need for services and amenities, including public play spaces, to assist carers in providing quality care to those needing assistance in Waverley.





4 Waverley Play Space Context

KEY FINDINGS

The hierarchy of play spaces in the Waverley LGA is being upwardly adjusted to accommodate the future population growth of the Waverley LGA, and also to improve distribution of play spaces.

The key population and density characteristics that will impact planning and play provision in Waverley are:

- > More residents;
- > Increasing density;
- > Lifestyle changes;
- > Ageing population;
- > Children;
- > People with a disability, additional needs or sickness; and
- > Tourists/visitors.

There are 2 whole-heartedly inclusive District play spaces (fenced) in the Waverley LGA, with another 1 under construction. There are 8 whole-heartedly inclusive play spaces in the surrounding LGA's, although they are not all fenced. They are District and Regional in scale.

If Bondi Park play space is upgraded to Regional status, then, in overall terms, Regional inclusive play spaces are well distributed in the Eastern Suburbs. However, currently there are insufficient inclusive play spaces at the remaining hierarchy levels. It is notable that the Waverley LGA does not currently have many inclusive play spaces within walkable distances of 250m to 1 km of most residents.

It is the aim of this study to address how the provision of inclusive play can be equitably improved across the Waverley LGA.

5.1 Geographic Context

Waverley LGA is situated in the eastern suburbs of Sydney, 6 to 10 kilometres south-east of the Sydney Central Business District. At only 9km² in area, Waverley LGA is predominantly residential, with a significant commercial and retail area at Bondi Junction.

The Regional Centennial and Queens Parks form Waverley's western boundary. World-renowned beaches at Bondi, Tamarama and Bronte, linked by the Eastern Beaches Coastal Walk and the Coastal Cliff Walk, form the eastern boundary.

Major roads linking Waverley to other areas include Old South Head Road, Bondi Road, and Bronte Road. The Eastern Suburbs rail line and public bus routes connect Waverley to the city and adjoining areas.

Waverley LGA includes all or part of the suburbs of Bondi, Bondi Beach, Bondi Junction, Bronte, Dover Heights, North Bondi, Queens Park, Rose Bay, Tamarama, Vaucluse and Waverley.

5.2 Demographic Context and Issues Influencing Planning for Play Provision

Changes in the Waverley population and its characteristics will influence inclusive play space provision in the Waverley LGA in the future as outlined below.

5.2.1 More Residents

Waverley's increasing resident population will result in more use and pressure on parks with inclusive play spaces, as this form of recreation is appealing to a broader user group. Hence even distribution of inclusive play spaces across the LGA is important both now and into the future.

The proportion of overseas born residents is also high, up to 30% of whom have arrived in the last ten years⁴. Well designed and high-quality inclusive play spaces support informal social interaction and community involvement, which is vital for new arrivals to a community.

5.2.2 Increasing Density

People living in higher density areas typically rely on public open spaces to provide areas for passive and active recreation. Public spaces in high density areas need to be multi-functional and adaptable to cater to the community's diverse recreation needs. Inclusive play spaces fulfil this need, and will therefore be critical to the liveability of higher density urban areas by supporting overall community wellbeing through physical activity, social interaction and having fun together.

4. Waverley Council Play Space Strategy, 2014-2029

5.2.3 Lifestyle changes

An increase in sedentary habits and scheduled lifestyles means that all residents need access to quality play spaces that encourage physical activity and socialisation. Inclusive play spaces achieve this for more members of the community than traditional play spaces, as they appeal to a broad range of ages and capabilities.

5.2.4 Ageing Population

As the population ages, more people will require quality open space, including inclusive play spaces, for exercise, socialisation, practice of balance, coordination and agility, having fun, and engaging in rehabilitation activities. It is expected that the percentage of adults aged 65-84 years will increase by 22% from 2016-2036, while the percentage of adults aged 85+ will increase by 43%⁵.

5.2.5 Children

It is expected that the percentage of children aged 5-19 in the LGA will increase by 2% from 2016-2036⁵, hence the pressure on play spaces will increase. Inclusive play spaces are important in this consideration as they deliver quality play experience to a broader range of children and young people (all ages and all capabilities).

Australian children are falling behind compared to other countries on overall physical activity, largely due to low levels of incidental exercise. The Active Healthy Kids Australia – 2018 Report Card recommends creating environments to promote physical activity and limit sedentary behaviour throughout the course of the day⁶. This is particularly relevant in areas of high density development in the Waverley LGA, where private open space to play is not always available. Access to safe spaces for open-ended play is necessary for reaching the goals outlined in the 24-Hour Movement Guidelines for Early Years for physical activity during the day.

5.2.6 People with a Disability, Additional Needs or Sickness

The number of people with a disability, additional needs or dealing with sickness is increasing per capita, and hence the demand for well-designed inclusive play spaces is incrementally increasing as well. Currently 1 in 5 people have some form of disability in Waverley, and there are 37,000 people in the greater Eastern City District who identified as having a disability.

5.2.7 Tourists/Visitors

Waverley LGA attracts tourists and visitors to its beaches, urban centres and natural attractions, placing additional pressure on play spaces. In 2018, 2.6 million visitors visited Bondi, of which 1.7 million were international visitors⁷. This accounts for 38% of all international visitors to NSW in 2018.

Inclusive play spaces are important in this consideration, as they are appealing to a broad age group, and provide a universal activity that crosses boundaries between language and culture.

5.3 Current Waverley Play Space Network

In Australia, play spaces are classified within a hierarchical framework. While there is no national or state policy document establishing the basis of the framework, there is universal agreement amongst Councils on the hierarchical system. The Waverley Play Space Strategy 2014-2029 groups play spaces according to a four-tier hierarchy of play provision, including Regional, District, Neighbourhood and Pocket play spaces. A fifth category is included for Special Use play spaces. The categories are defined as follows:

- > **Regional Play Space:** Large, generous scale, serves the whole LGA, people stay for a number of hours;
- > **District Play Space:** Medium size, serves a large district, people stay for up to two hours;
- > **Neighbourhood Play Space:** Small play space, serves local residents who will walk or drive for a short visit (up to an hour);
- > **Pocket Play Space:** Modest play space, serves local residents within walking distance, short stay visit (less than one hour); and
- > **Special Use Play Space:** Unique play provision, e.g. bike track or skate park, not replicated in other play spaces.

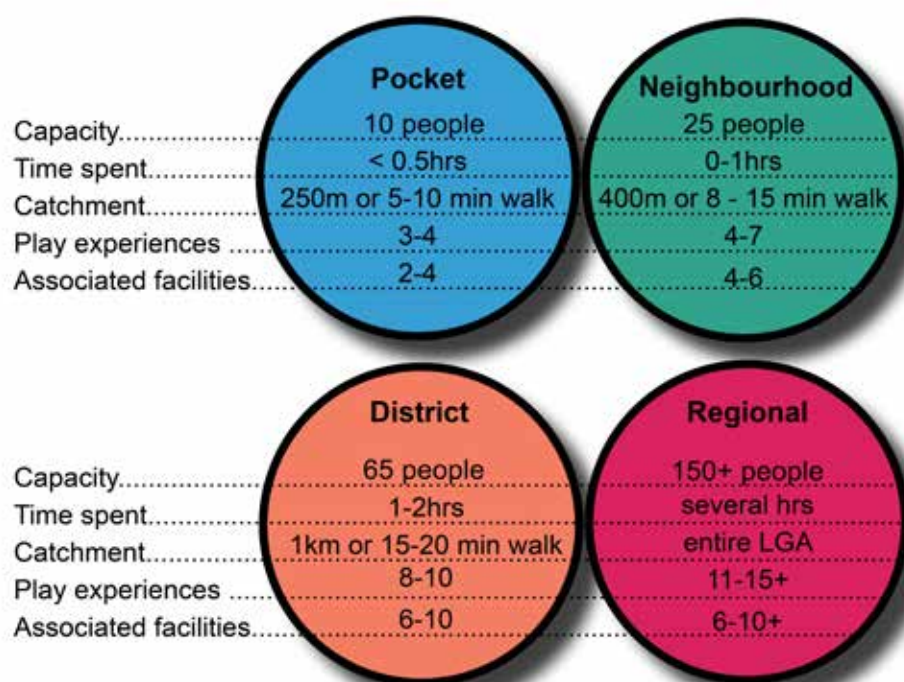
The hierarchical framework is a beneficial approach for the Inclusive Play Space Study, as the scale and complexity of inclusive play is proportional to the play space hierarchy and function. The larger the play space, the greater the level of inclusive play outcomes.

5. 2019 NSW Population Predictions, Department of Planning, Industry and Environment, 2019

6. 'Muscular Fitness: It's Time for a Jump Start! – 2018 Report Card on Physical Activity for Children and Young People' Active Healthy Kids Australia, 2018

7. Bondi Tourism Precinct: Visitor Profile, Destination NSW 2019

Figure 5.1: Play Space Hierarchy



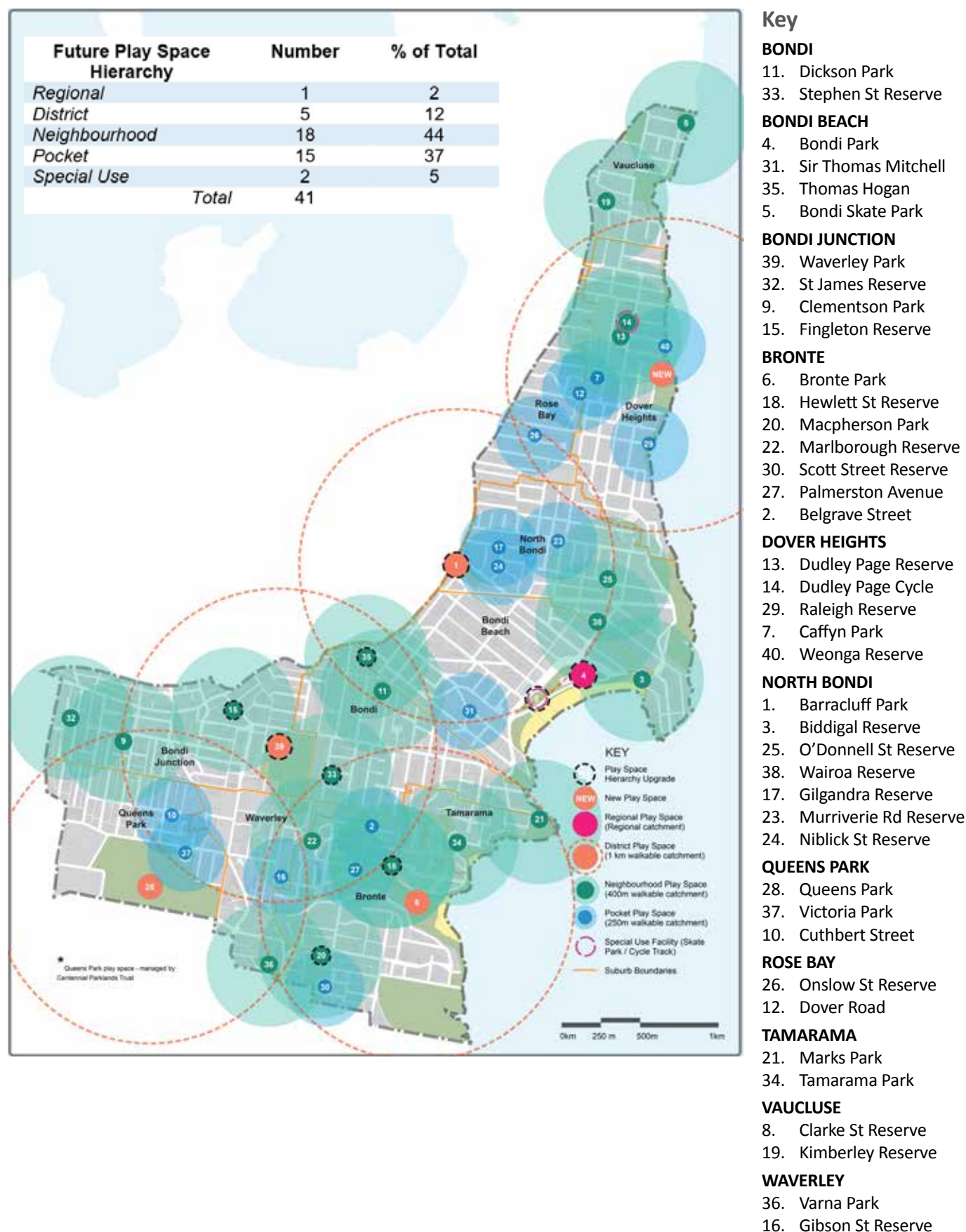
5.4 Proposed Waverley Play Space Network

Figure 5.2 shows the proposed changes to the play space hierarchy in the Waverley LGA as outlined in the adopted Play Space Strategy 2014-2029. The new distribution will see the total number of play spaces increase by one new play space, with six hierarchy upgrades (i.e. a Pocket play space being enlarged to become a Neighbourhood play space).

Regional, District and Neighbourhood play spaces will hence increase in number, in order to address existing and future population growth and demand for play spaces. The proposed changes improve the distribution of District play spaces, providing a play space within 1 km of most residents in the LGA.



Figure 5.2: Proposed Play Space Network



5.5 Broader Context of Inclusive Play Spaces

There are currently two District level inclusive play spaces in the Waverley LGA (in Queens Park and Bondi Park). An additional District inclusive play space is under construction (Barracuff Park). There are additional play spaces which offer elements of inclusive play, but not wholeheartedly so.

The provision of inclusive play spaces in the Waverley LGA sits within a broader context of inclusive play in the Eastern Suburbs.

Figure 5.3 shows that Waverley LGA is flanked by:

- > Centennial Park and Moore Park Trust Parklands;
- > Randwick City Council LGA;
- > Woollahra Municipal Council LGA; and
- > City of Sydney LGA.

Each of these jurisdictions have dedicated inclusive play spaces as follows:

- > Centennial Park and Moore Park Trust:
 - The Ian Potter Children's Wild Play Garden (Regional);
 - Paddington Gates Playground (District); and
 - Queens Park Playground (District).
- > Randwick City Council:
 - Chifley Reserve Inclusive Playground (Regional).
- > Woollahra Municipal Council:
 - Parsley Bay Reserve Playground (District)*;
 - Holdsworth Street Playground (District)*; and
 - Plumb Reserve Playground (proposed) (Neighbourhood).
- > City of Sydney:
 - Sydney Park Playground (Regional)*; and
 - Cook and Phillip Park (proposed) (Regional).

*Not fenced.

Refer to Figure 5.3 for the location of inclusive playgrounds in the Eastern Suburbs.

Note that there are probably additional play spaces in the Eastern Suburbs which offer some aspects of inclusive play. The above list includes play spaces which are wholeheartedly designed for inclusive play and are identified as inclusive spaces.



Figure 5.3: Surrounding Context of Inclusive Play



Key

CENTENNIAL PARK AND MOORE PARK TRUST

1. Paddington Gates Playground
2. Queens Park Playground
3. The Ian Potter Children's Wild Play Garden

RANDWICK CITY COUNCIL LGA

4. Chifley Reserve Inclusive Playground

WOOLLAHRA MUNICIPAL COUNCIL LGA

5. Parsley Bay Reserve Playground
6. Holdsworth Street Playground
7. Plumb Reserve (proposed)

CITY OF SYDNEY COUNCIL LGA

8. Sydney Park Playground
9. Cook and Phillip Park Playground (proposed)

5.6 Inclusive Play Spaces in the Waverley LGA

Existing inclusive play spaces in the Waverley LGA are located at Bondi Park and Queens Park.

These two District level play spaces are inclusive as they are fenced, have shade structures, accessible paths up to and into the play spaces, thoughtful provision of seating, neutral grassed spaces, as well as varied play options. They are sensory-rich (e.g. offer sand play) and both provide some equipment suitable for children with disabilities.

There are numerous play spaces which offer some aspects of inclusive play in the LGA, but do not meet enough criteria to be described as “inclusive”.

Figure 5.4: Bondi and Queens Park Play Spaces





6 Community Consultation

KEY FINDINGS

The following recommendations will inform future provision of inclusive play spaces in the Waverley LGA.

1. **Community Information:** The community will benefit from Council providing information on:
 - > What inclusive play is, what it looks like, and what it is not;
 - > The location of accessible and inclusive play spaces in the Waverley LGA, and to what degree they are accessible and inclusive; and
 - > Managing community expectations: while an individual inclusive play space can't provide every experience for everybody it should provide something that everyone can access and enjoy.
2. **Inclusive Play Recommendations:** Design principles for inclusive play provision have been derived directly from community requests and were common to all consultations:
 - > Design principles for inclusive play;
 - > Suitable types of accessible and inclusive play experiences; and
 - > Accessible amenities and supportive elements.
3. **Sets of Recommendations to Cater for Specific Age Groups:** Four (4) sets of design recommendations are provided across specific age groups as follows:
 - > Babies, Toddlers and Preschool Children (0-5 years);
 - > Children (5-11 years) with a disability;
 - > Young People (12-25 years) with a disability; and
 - > Older People (65+ years).
4. **Provision of Intergenerational Play Opportunities:** Design recommendations are provided for intergenerational play provision in inclusive play spaces, which include:
 - > Design principles for intergenerational play;
 - > Five (5) types of inclusive play experiences; and
 - > Supportive amenities and other elements.

6.1 Introduction

Community consultation is critical to the success of the Inclusive Play Space Study in reflecting the needs of the community in current and future provision of inclusive and accessible play spaces in Waverley LGA. This section highlights the key findings from community consultation – for a full analysis of the purposes of consultation, consultation methodology, who was consulted and how, and the key findings and recommendations, refer to Volume 2 Community Consultation Report.

Two rounds of consultation underpin the Inclusive Play Space Study. Consultation methods were diverse, with the aim being to reach people who live with, work with, or support others with disabilities. The first round of community engagement guided the development of the Draft Inclusive Play Space Study, while the second round of engagement invited community members to review the Study and provide any additional feedback.

The first round of community engagement consisted of eight consultations with 173 community members, including children, young people, adults and older people with and without disabilities. The second round of community engagement consisted of an online survey, webinars/Q&A sessions, stakeholder outreach and newsletters.

6.2 Outcomes from Round 1 Community Consultation

The first round of consultation was undertaken from 1 July – 30 September 2019. The key outcomes from the first round of consultations on inclusive play in the Waverley LGA are summarised below.

Respondents clearly identified 4 favourite play spaces for people with a disability in the Waverley LGA: Queens Park, Bondi Park, Bronte Park and Waverley Park. Nineteen (19) other play spaces were also mentioned but were not as popular.

The reasons why the above four parks were listed as favourites are:

- > Proximity to home or school;
- > Inclusive equipment and activities;
- > Fenced with secure gates;
- > Accessible paths and ramps;
- > Spaciousness;
- > Accessible parking; and
- > Designed with inclusive principles in mind (e.g. space to have time away from others if needed).

It is of note that the two favourite play spaces in the Waverley LGA for people with a disability are play spaces that have been specifically designed with Inclusive Principles in mind.

People with disabilities visit Waverley play spaces on a frequent basis. Many will visit a favourite play space weekly and stay for up to an hour in the play space. These visitors walk and drive to the play spaces they visit, with a smaller number (mostly teenagers) using public transport. A great range of people with disabilities visit the Waverley LGA playgrounds, from a variety of organisations including schools, childcare settings, and disability organisations/services.

6.2.1 Catering for Inclusive Play

Inclusive Play Experiences

Consultations with various groups provided clear guidance about play types people would like in an inclusive play space as follows:

- > Cognitive play: intellectual challenges and puzzles;
- > Free play spaces: unencumbered grassed open areas;
- > Imaginative play: an overall themed setting or a smaller whimsical item;
- > Intergenerational play: activities that rely on interactions of different age groups;
- > Nature play: natural materials and equipment;
- > Physical play: different ways of being physically active;
- > Sensory play: natural materials and specialist equipment;
- > Side-by-side play: activities where participants play in close proximity to each other, but do not necessarily interact;
- > Social play: activities that work best with a group of people; and
- > Solo and quiet play: intimate spaces for watching others playing and having no prescribed program for play.

Inclusive Supportive Elements

All groups emphasised that, in order for a play space to support a visit by people with disabilities, accessible supportive features should include shade, fencing of play space, nearby parking, nearby toilets, picnic tables, accessible paths, drinking water and group seating.

Provision for Different Age Groups

Separate consultations with different groups and organisations yielded clear results about provision of inclusive play spaces across all age groups as follows:

> Babies, toddlers and pre-school children (0-5 years):

- There is a general shortage of play experiences scaled for very small children in Waverley;
- Small scale equipment at ground level (easily navigated with developing motor skills) is highly valued;
- Carers would like safer access from car parks and roads, more supportive facilities for parking of strollers, washing hands, changing nappies, and flat surfaces for picnics; and

- Children with sensory processing disorders would benefit from quiet spaces to withdraw from the noise and activity of a busy play space.

> Children (5-11 years):

- This group would like more sensory play (items that make sounds, textures to touch etc.), nature and water play (especially for children with sensory processing disorders);
- Playspace should have a clear, obvious layout; and
- Ramps, luminance-contrasted pathways, fencing, group seating, accessible toilets and nearby parking are mandatory amenities for this age group.

> Young People (12-25 years):

- Teenagers and young people with disabilities are typically under-catered for;
- This group requires social seating and group play equipment (such as swings, hammocks and group see-saws) to facilitate social interaction; and
- This group needs sensory play opportunities, and individual solo play experiences e.g. a spinner for one person.

> Adults (25-65 years):

- There is a greater understanding of the need and capacity for adults to partake in play;
- This group would like generous group seating, larger spaces for parties, accessible toilets, and convenient seats for supervision of others at play; and
- They would like provision of scaled equipment with an “adult” aesthetic that provides challenging cognitive puzzles, physical exercises focusing on agility-based faculties (as opposed to muscle strength-based), and a range of group play equipment for social outcomes.

> Older People (65+ years):

- Older people value being in play spaces to accompany grandchildren, being active themselves, or simply watching children at play;
- Play forms an important role in keeping older people active in their community; and
- There is great interest and benefit in provision of outdoor play equipment for older people to maintain and boost both physical and mental wellbeing, and hence provide a role in preventative health and rehabilitation activities.

Building Social Capital Through Inclusive Play

Feedback from the consultation survey and sessions showed that the community regards play spaces as places where Council can invest in building social capital.

People are Interested in Inclusive Play

A high level of engagement (40% of responses) to the online survey was from people who do not have a lived experience of disability (i.e. do not themselves have a disability, have friends or family with a disability, or care for a person with disability). This indicates community-wide interest in inclusive play.

Specific comments in the survey from this group of respondents indicate that people in general would like to see play spaces designed for everybody to use, regardless of age, gender, or disability. This suggests that the residents and visitors to Waverley LGA are sophisticated and aware of the potential and value of building social capital through inclusive play spaces.

Enthusiasm for Intergenerational Play

There is growing awareness and demand for opportunities for adults to participate in playful experiences in the public domain. For example, parents, grandparents and children may like to play together on a large spinner. The community is enthusiastic about the health benefits of intergenerational play (e.g. being more physically active). They also value the social community-building aspects of facilitating play across the generations.

Communication and Education Regarding Inclusive Play

A clear outcome from the community engagement is the need for online and on-site communication about Waverley's inclusive play spaces. Websites and signage should communicate the inclusive benefits and intent of a play space. Further education and information regarding inclusive play should be offered on Council's website.

Community Perception of Inclusive Play

Findings suggest that some members of the community want to see an overt commitment to catering for disability in play spaces, which in turn engenders pride in Council achievements for inclusive play. The opportunity here is that Council could communicate more clearly about the look and feel of inclusive play spaces, to help the community recognise and take pride in current and future inclusive play outcomes in the LGA.

More Inclusive Play Spaces Can Provide More Facilities for More People

Respondents indicated that an increase in the number of inclusive play spaces across the Local Government Area would be appreciated. A focus on more inclusive play spaces and diligent attention to design would result in more inclusive play spaces appealing to and serving the needs of a greater percentage of the population.

6.3 Outcomes from Round 2 Community Consultation

The second round of consultation was undertaken from 28 September – 8 November 2020. The following key issues were raised during the second round of community consultation:

Application of Inclusive Principles to All Play Spaces

Respondents indicated that, while aiming for 14 wholly inclusive play spaces is an admirable goal, it should be made clear in the Study that these principles, wherever possible, should be applied to improve inclusiveness at all play spaces in Waverley LGA in the long term.

Emotional Inclusion

Respondents felt that the importance of emotional inclusion needed to be highlighted more in the Study – not just “Can we Get There?”, “Can we Play?” and “Can we Stay?”, but also “Do we Feel Welcome?”. Emotional inclusion, or sense of connection to and ownership of a play space, is important for all community members and in particular those with any form of disability.

Equipment for Older People

Respondents felt that there was not enough emphasis on the provision of equipment specifically for older people, including physical and cognitive exercises.

7 Inclusive Play Space Principles



KEY FINDINGS

The development of Inclusive Play Space Principles is integral to the success of the Inclusive Play Space Study Report. The design principles were formulated to reflect the essence of existing guidelines, and to honour the results of community consultation. The final principles therefore respond directly to the needs and aspirations of the Waverley LGA community.

The principles identify recommended best practice design parameters for inclusive play spaces. 'In Principle' diagrams demonstrate the application of the principles at each hierarchy level.

Finally, principles to guide the selection of play types were developed, which break down play experiences into ten distinct yet interrelated play types.

The inclusive play space principles, 'in principle' diagrams, and play experience design principles can be used in combination to guide the designer on best practice inclusive design. Many of the principles support each other and overlap, and not all principles can be applied to every play space. The scale and complexity of inclusive play is proportional with the play space hierarchy and function, and encourages the idea of a 'mosaic of play', in which Pocket and Neighbourhood play spaces complement each other to create a network of inclusive play offers in a community.

7.1 Development of Inclusive Play Space Principles

7.1.1 Introduction

In order to assess and guide the development of inclusive play spaces, a series of inclusive design principles have been formulated.

A series of inclusive play space principles were developed using the NSW Government's 'Everyone Can Play' Guideline, Waverley Council's Play Space Strategy and the community consultation findings and recommendations, and compared against current 'best practice' play space design principles.

The study-specific design principles were then reviewed against the community consultation findings and recommendations. This ensured that the final principles responded to the community's needs and aspirations for inclusive play in the Waverley LGA.

7.1.2 Everyone Can Play Guideline: Inclusive Play Principles

The NSW Government's 'Everyone Can Play' Guideline 2019 provides a best practice toolkit for use when creating play spaces designed to include everyone in the community.

Three (3) overarching principles form the framework of the Everyone Can Play Guideline:

1. **Can I Get There?** Consider location, layout, adequate signage, wayfinding and accessibility to ensure everyone can find their way to, in and around the play space;
2. **Can I Play?** Consider the whole play experience, including the equipment and surfacing, to enable everyone to experience a variety of challenging and engaging play opportunities in a way that suits them; and

3. **Can I Stay?** Consider safety, additional facilities, landscape and the wider environment to ensure everyone can stay at the play space for as long as they would like.

Six (6) guiding design principles provide further design guidance in the Everyone Can Play Guideline:

1. **Find:** Communicate the purpose and location of play elements and facilities;
2. **Fit:** Provide a range of play opportunities for people of all abilities and sizes;
3. **Choose:** Enable exciting individual experiences and social interaction;
4. **Join in:** Create opportunities for everyone to connect;
5. **Thrive:** Challenge and involve people of all capabilities; and
6. **Belong:** Create a place that's welcoming and comfortable.

7.1.3 Waverley Council Play Space Strategy – Principles

Six (6) overarching principles are identified in the Waverley Play Space Strategy 2014-2029:

1. Play spaces provide opportunities for play and learning;
2. Play spaces are safe and secure, and promote physical activity;
3. Play spaces are fun, exciting and unique;
4. Play spaces are easily accessible, conveniently located and well-distributed throughout the LGA;
5. Play spaces are sustainable; and
6. Play is underpinned by a robust management and maintenance system.

Each principle is supported by several design strategies/objectives to ensure the intention of the principle is achieved.

7.2 Waverley Inclusive Play Design Principles

The following design principles provide guidance on the design of inclusive play spaces. The principles follow the overarching principles in the NSW Government's 'Everyone Can Play' Guideline, and are split into the overall headings of:

- > **Can we get there?**
- > **Can we play?**
- > **Can we stay?**

The principles were then tested against Waverley Council's play space hierarchy system. This assisted in determining the practicality of applying inclusive play principles to different size play spaces, from Pocket to Regional play spaces, on a sliding scale. The larger the play space, the more inclusive play experiences can be accommodated and the more support facilities can be provided. While larger play spaces have greater scope to achieve wholehearted inclusive play, all play spaces in the hierarchy can be made more accessible and inclusive through the application of as many of the principles as possible.

The outcome is two sets of principles that can be applied to all play spaces, broken down as:

- > **Spatial Design Principles; and**
- > **Play Experience Design Principles.**

7.2.1 The Broad Objective of the Inclusive Play Design Principles

The Principles have been developed with an overall philosophy of:

- > All play spaces can be designed to be more inclusive;
- > Where possible, play space upgrades will be designed to follow these principles;
- > Some play spaces will offer more opportunities than others for inclusive play, e.g. having flatter gradients, being in quiet areas, etc.;
- > Application of the Principles to play spaces will be undertaken over time, according to the agreed Action Plans and available budgets; and
- > Principles will always be adapted to suit each play space and the local community's needs as established by community consultation.

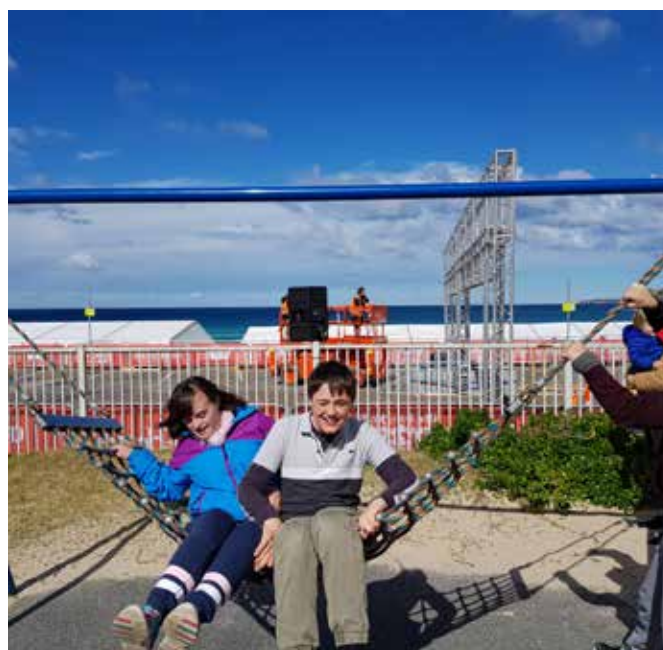
7.2.2 Interpreting the Design Principles

While the principles identify recommended best practice design parameters for inclusive play spaces, it should be noted that:

- > Many of the principles support each other and overlap, as many aspects of play space design are inter-related. Few design decisions are made in isolation to other design parameters;
- > Budget and spatial constraints often mean that principles may be combined or adapted – this is particularly applicable in Pocket and Neighbourhood play spaces; and
- > Not all design principles can be applied to every play space; usually smaller scale play spaces require compromises, due to smaller available area and budget.

It is also noteworthy that community consultation often leads to a request for play spaces separated by age. Best practice inclusive design typically focuses on play space design through the filter of ability, rather than age – as shown in This means that very young children who have the same ability level as a teenager may be playing in the same area, which can be problematic for parents who are concerned about the safety of their very young children. It is important to balance these needs and wishes when applying the inclusive design principles.

Figure 7.1: Designing for Ability



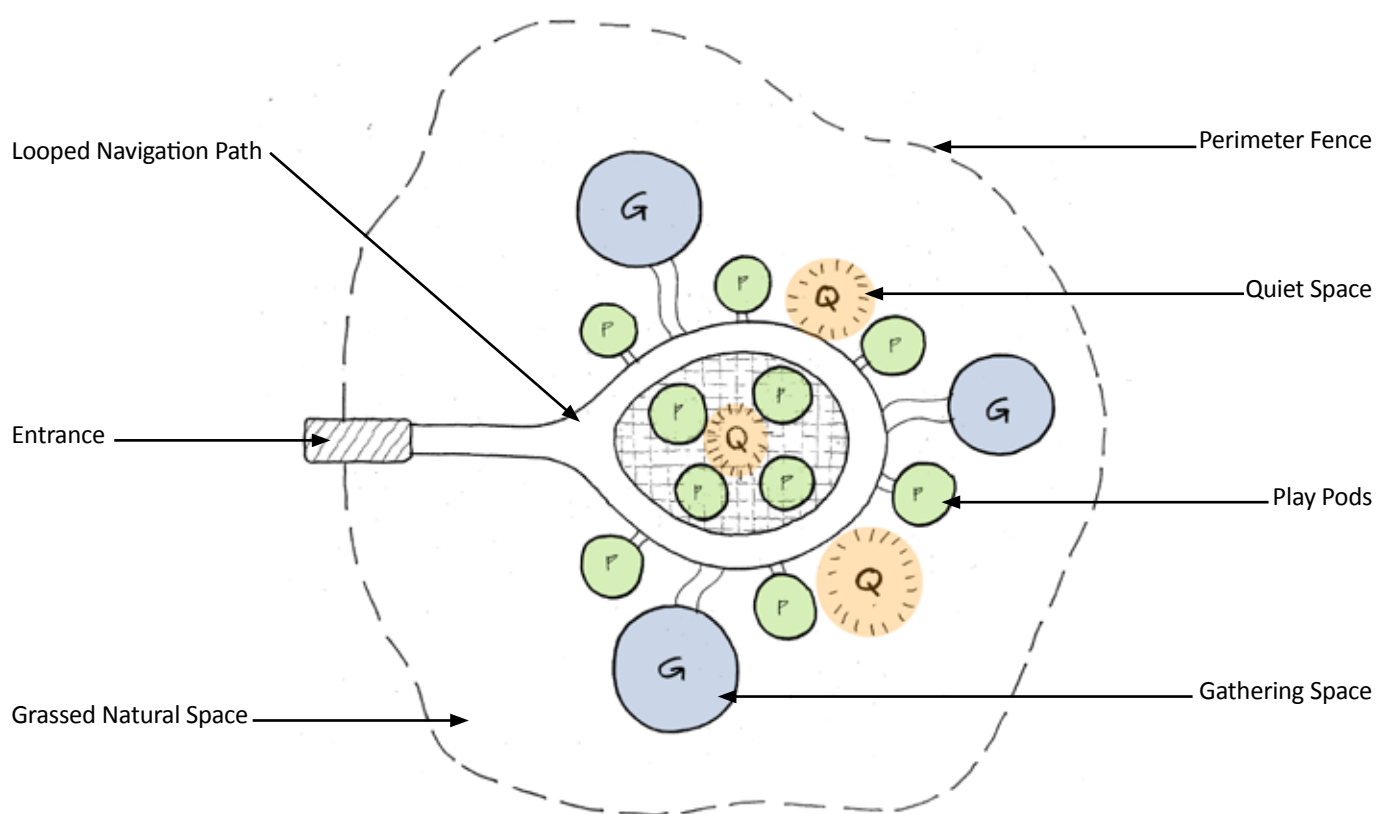
7.2.3 Inclusive Play – Spatial Design Principles

Inclusive Play Space Spatial Design Principles relate to the physical setting or spatial arrangement of the inclusive play space. This section is intended to provide guidance to designers when deciding where a play space should be located, how the play space can be connected to surrounding

facilities, options to consider when planning the internal layout of spaces and connections including visual cues within the play space and its equipment.

The overall spatial arrangement follows the ‘tennis racquet’ model, with some key elements shown in the diagram below.

Figure 7.2: Inclusive Play Space Model

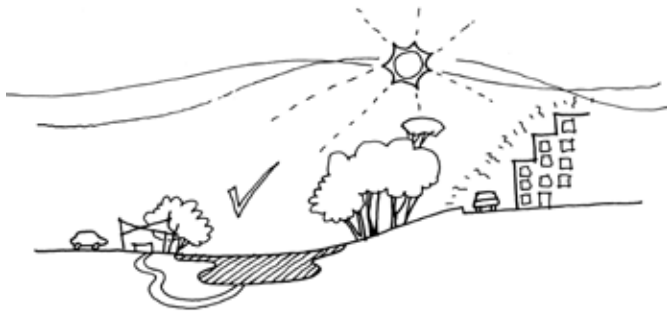


1. Can we get there?

Inclusive Play – Spatial Design Principles

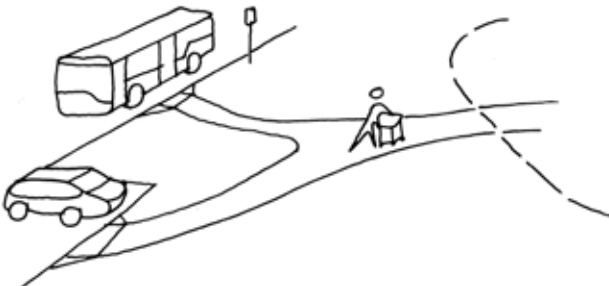
Siting

- > Select a suitable location for an Inclusive Play Space. The Inclusive play space should be located in a park with an excellent established natural landscape character, with a range of nearby complementary recreational activities. The site should be reasonably flat, protected, and quiet, with existing or potential path connections to adjacent facilities.
- > The Inclusive Play Space should be in close proximity to supporting facilities such as accessible carparking, an accessible amenities block, picnic facilities and grassy open spaces.



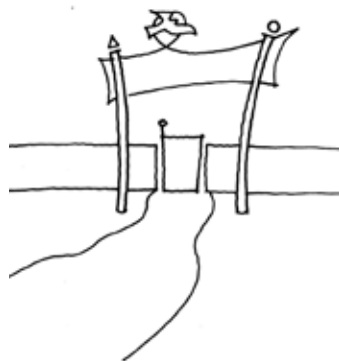
Accessibility

- > Provide a continuous accessible primary path of travel to link public transport and accessible parking to the play space.
- > Tactile Ground Surface Indicators (TGSIs) should be applied to the walkways outside the playground fence in accordance with AS1428.

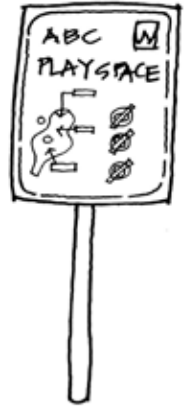


Wayfinding

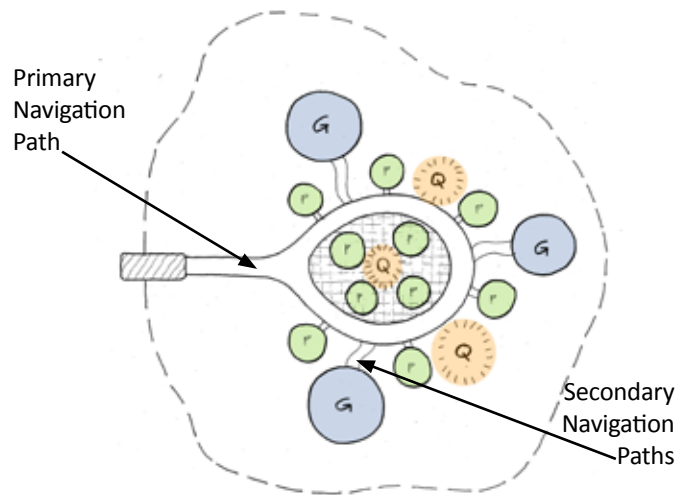
- > Highlight the main entrance through use of signage, colour and/or artistic form. The main entrance will be clearly visible and easily identifiable with an artistic sense of welcome, encouraging an emotional connection to the space.



- > Provide signage to communicate the play space's name, and use pictograms and clear graphics to communicate component parts of the play space to visitors.



- > Ensure the play space is easy to navigate by providing a clear and unambiguous layout developed around a primary looped navigation path. Secondary paths may connect from the looped path to other areas. Locate separate play pods (P) evenly around the looped path, interspersed with gathering areas (G) and quiet spaces (Q).



Best Practice Play – Spatial Design Principles

Communication

- > Council's website will communicate the objectives of Inclusive Play, and establish where inclusive play spaces can be found, identify transport options to the play space, identify the play space size, summarise the play experiences on offer, and identify existing support facilities at each play space.

2. Can we play?

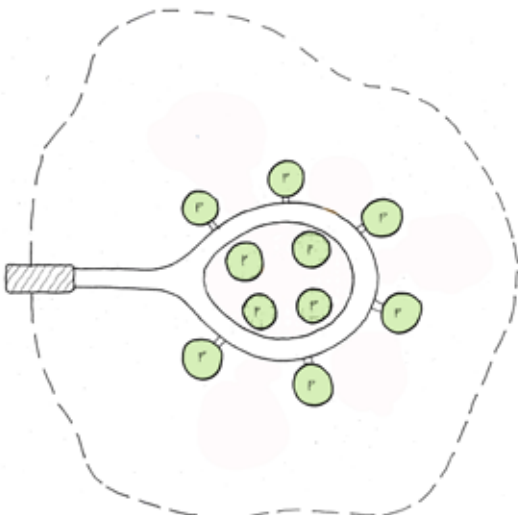
Inclusive Play – Spatial Design Principles

Play

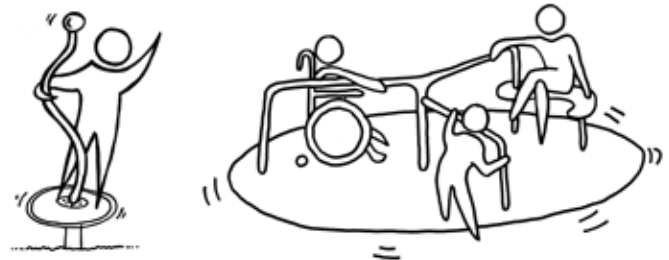
- > The play space will provide play opportunities for people of different ages and capabilities. This may take the form of equipment of differing sizes (for different ages), or different supportive features (for different abilities).
- > Provide intergenerational play opportunities. This can include activities which encourage cooperation between different age groups (e.g. group carousel, 'you and me' swing), and/or equipment specifically designed for older people (e.g. walking tracks, balance beam). See Section 7.2.4 for details.
- > Provide as many types of play (play variety) as the space and budget will allow. Variety provides choice, and choice is highly valued. (Refer to Section 7.2.4 for types of play).
- > Provide each type of play separately, in identifiable rooms or pods, so that types of play are not combined (for instance climbing and sliding are not combined). This helps make choices, maintains focus, and engenders confidence. All play types are offered at the same level of importance so that no one activity or item of equipment dominates the play experience.

When play types are combined (typically due to budget and spatial constraints), the following guidelines should be followed:

- Large, physical movements should not be co-located with sensory, cognitive or quiet activities;
- Sensory and cognitive challenges can be co-located;
- Social, physical and intergenerational challenges can be co-located;
- Natural, imaginative and some types of sensory play can be co-located;
- Social play outcomes can be combined with all types of play (except solo play);
- Similarly, side-by-side play is usually a component of other play types;
- Physical play is a component of most types of play; and
- Free play can encourage almost all other types of play, but on its own, is not a play space.

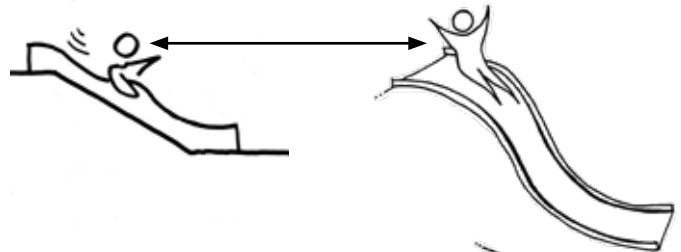


- > The play space will provide both solo play opportunities and group social play experiences.

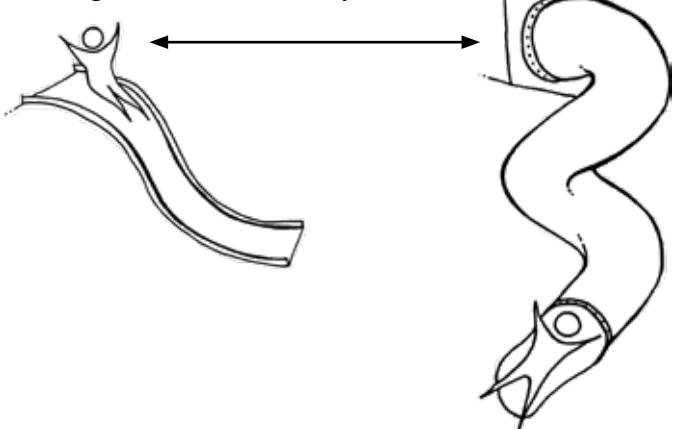


- > Graduated challenges are provided where possible to incrementally improve and develop users' skills in using one play type (e.g. graduated balancing challenge). If graduated challenges are not possible, then provide differing forms of the same play experience.

Graduated



Differing Forms of the Same Experience



- > Quiet, natural areas are provided which encourage unprogrammed, creative play opportunities; or the space is suitable as a respite space.



Equipment

- > Arrangement of equipment at both ground level or elevated above ground shall be spacious enough to enable carers to comfortably assist the user. In addition, ramps and platforms shall be generously proportioned to enable mobility devices to be easily manoeuvred (1500mm turning circle).

Where ramps cannot be used to access elevated play experiences, transfer systems should be considered instead (platforms, steps and supports). Allow generous spaces to support parking of mobility aids/devices.

Where elevated platforms with ramps or transfer platforms are provided, there must be a reason and an achievable reward for travelling to the platform.

Transfer Systems



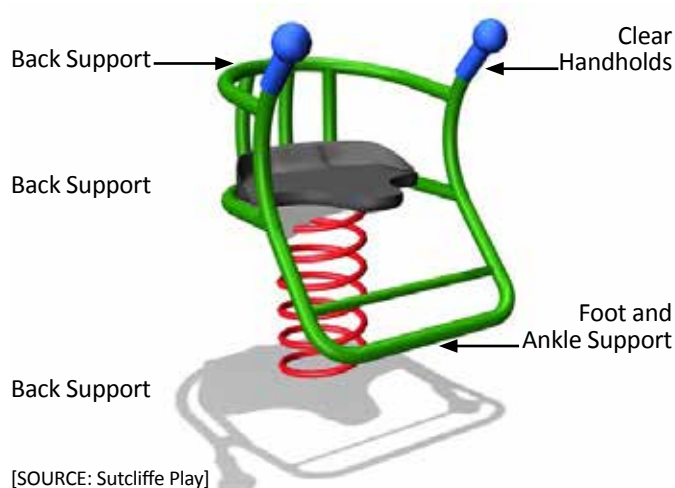
[SOURCE: US Access Board Summary of Accessibility Guidelines for Play Areas]

- > The route of travel through a complex piece of equipment is supported with handrails, handholds, gripping points, D-handles, guard rails, rope handles etc.
- > All play experiences and equipment are offered with an equal distribution of height and size. Ideally, no one play item will dominate the offer of play.

In some play spaces, a well-designed, inclusive, “hero” piece may be appropriate. Care should be taken to ensure as broad a range of users as possible can access and play on this piece.

- > Select equipment with appropriate supports to assist a wide group of users, e.g. foot, ankle, arm and back support. When equipment relies on people sitting, choose wider seat options to suit a bigger group of users.

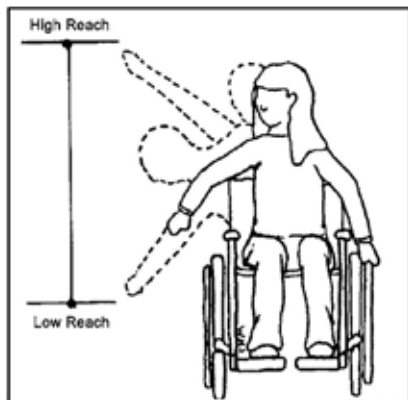
Easy transfer into item



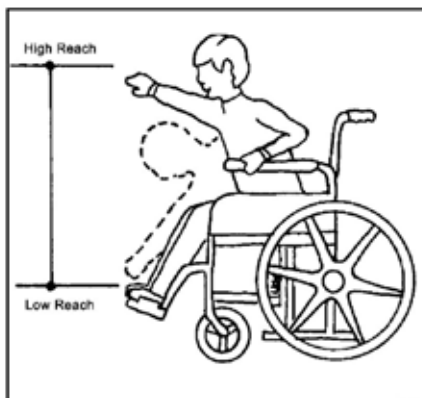
[SOURCE: Sutcliffe Play]

- > Provide accessible ground level play challenges, designed to be used by the user facing the play item, avoiding sideways twisting movement for seated users using mobility aids.
- > Play experiences requiring the player to use their hands should be within appropriate reach ranges, and within the range of grip and grasp (if the hand encircles an item like a rail). Play panels should not rely solely on fine motor skills, but rather a range of hand movements and a range of dexterity. See AS1428.3 for recommended reach ranges.

The images below show an example of recommended reach ranges. It must be noted that these reach ranges apply to wheelchair users with upper body mobility and good hand dexterity. Leg clearance must also be considered for seated users.



Side Reach

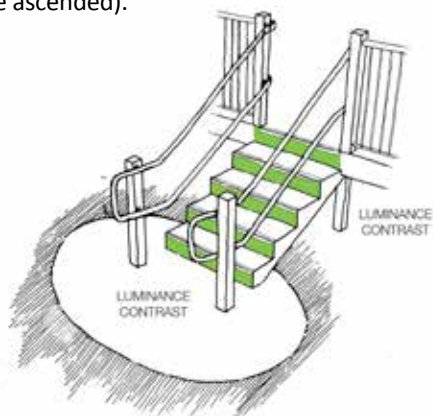


Forward Reach

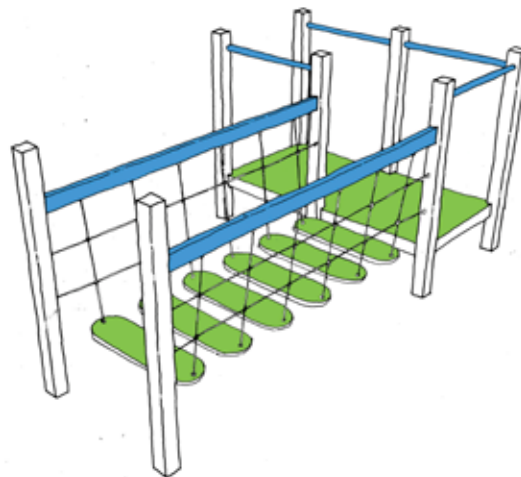
[SOURCE: US Access Board Summary of Accessibility Guidelines for Play Areas]

Wayfinding

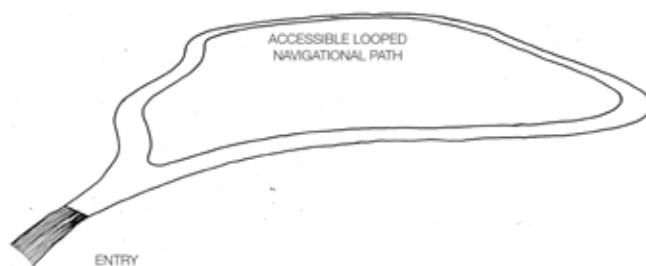
- > Luminance contrast (the relative brightness of adjacent surfaces, selected to create contrast to assist people with low vision) shall be considered and provided to highlight use, or changes in use, at ground level and within equipment (e.g. highlight the spot from which a flight of stairs can be ascended).



- > A co-ordinated colour scheme is systematically used throughout the play space whereby colours highlight differing types of use in a predictable way, and so provide visual cues to users on how to navigate the play space (e.g. blue for handholds, green for footholds).



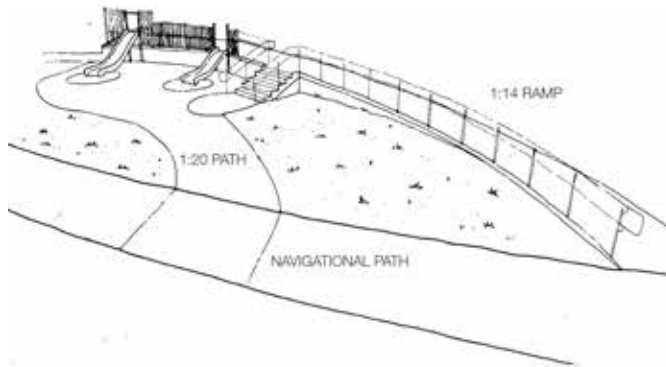
- > An accessible, looped navigation path connects all play experiences (1525mm minimum width). The path should be consistent in colour, width, material and texture.



- > Play equipment should always have a strong luminance contrast to the adjacent surfaces e.g. a slide runout should contrast to the ground surface immediately surrounding it.



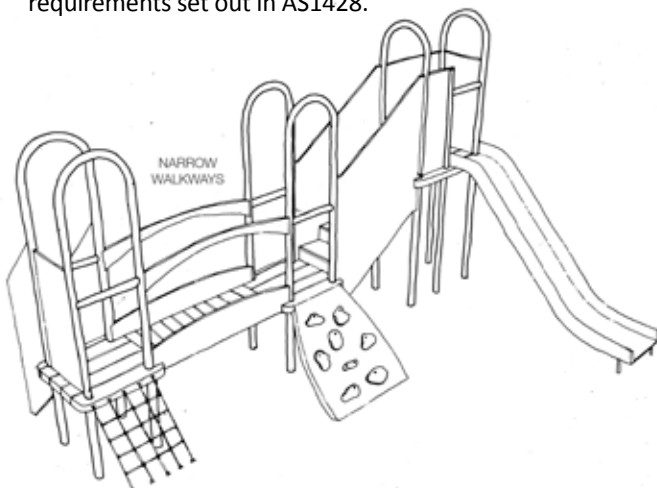
- > A continuous path of accessible travel links the looped primary navigation path to the access point of items of equipment. All primary paths should conform to the requirements of AS1428, and all paths should conform to AS4586 (slip resistance).



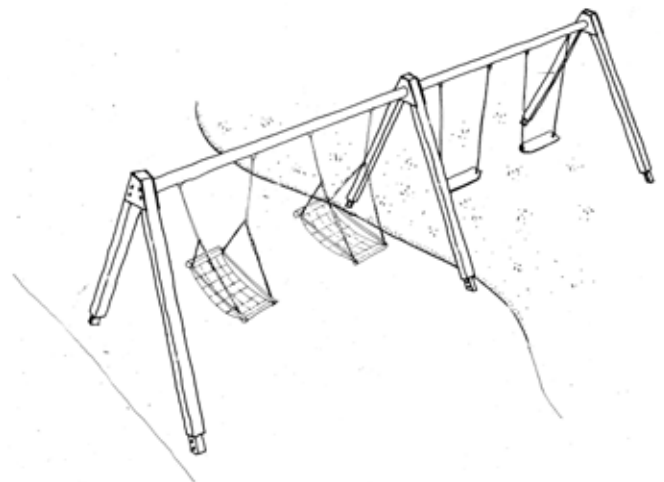
- > Tactile indicators inside the fenced area should be used as a warning system only on pedestrian footpaths and ramps in accordance with AS1428, but are not deemed necessary in, on or leading into play equipment or items.
- > Provide either edge protection (e.g. kerb) where paths are directly adjacent to a steep drop-off (e.g. grassed bank) or provide a 600mm wide shoulder. Refer AS1428. Consider drainage carefully.



- > Primary routes through elevated play equipment shall meet the requirements of AS1428 for landings and gradients (excluding TGSIs, stair tread and riser ratios), and AS4685 for handrails. Horizontal extensions of handrails on stairs and ramps into the play area are to be considered with caution. Note, equipment passages designed expressly for toddlers can be narrower than the requirements set out in AS1428.

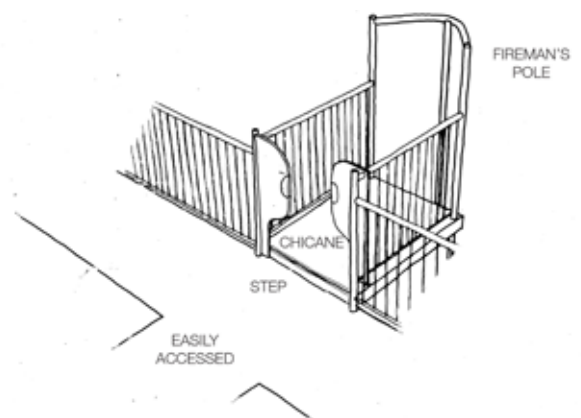


- > Accessible surfacing in and around play equipment should meet the requirements of AS1428 for accessibility. This provision must consider turning movements of mobility devices e.g. at the top and run-out of slides.
- > Where loose-fill surfacing is deemed appropriate for use around equipment, non-accessible paths of travel may be acceptable.



Safety

- > Provide generous parking areas for strollers and mobility devices (areas outside impact areas and the orientation path).
- > Easily accessed elevated play equipment items (such as fireman's poles) should have additional protection from falling. Elevated play equipment items which are not easily accessed can be more challenging than easily accessed elevated play equipment. (refer AS4685).



- > 5-way harness seats should not be used in place of a 'pomma' seat, as pomma seats are usually an age and ability filter. 5-way harness seats on a flying fox do not meet AS4685.4 (Clause 4.9) – if used, a documented risk-benefit assessment must be undertaken.

5-way Harness



5-way Harness

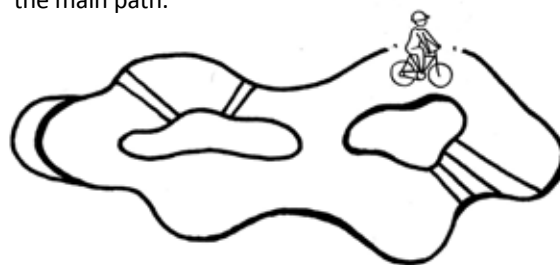


- > Accessible access to swings shall be from the front of the swings, not the side.
- > Flying fox decks shall have protection from falling if the horizontal surface is over 600mm in height. Protection from falling shall be provided on the sides where the user does not take off on the pomma. The deck shall be large enough for the edge protection (e.g. barrier) not to be used as a higher take off point. Work closely with the manufacturer to achieve a solution.

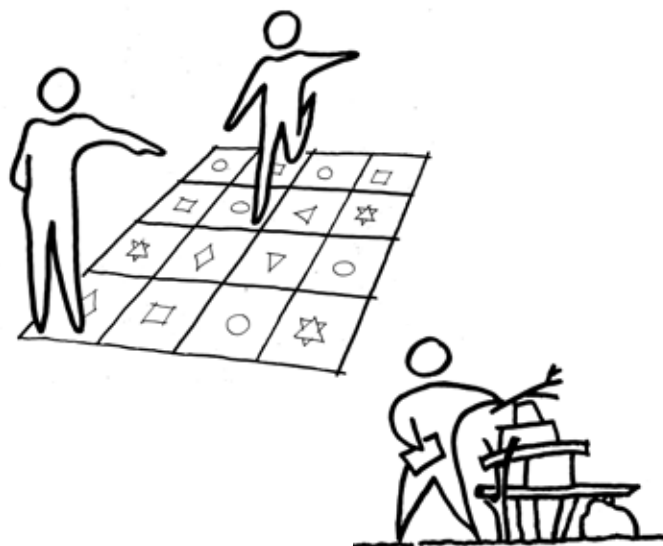
Best Practice Play – Spatial Design Principles

Equipment

- > Looped accessible paths often double as bike/ trike/ scooter and mobility device play provision. Should an advanced track be required it can be included separately to the main path.

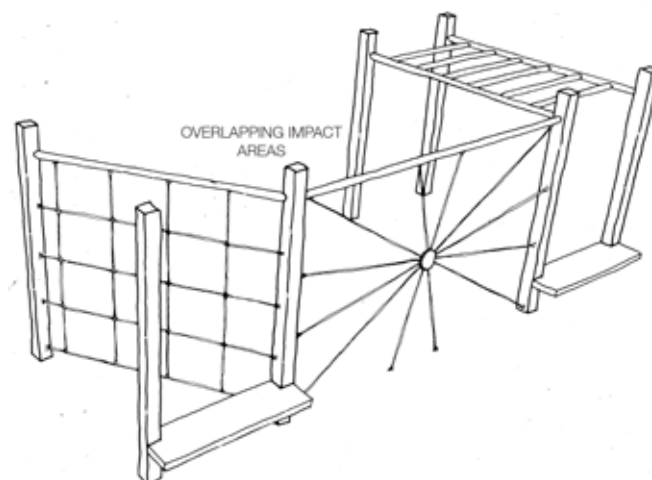


- > Consider the valuable contribution of games, floor markings, scavenger hunts and loose parts play in the overall play offer (not on the primary looped path).



Safety

- > Equipment considered to be a 'combination unit' shall not have overlapping impact areas within the same unit.



3. Can we stay?

Inclusive Play – Spatial Design Principles

Safety

- > Inclusive play spaces shall be designed and constructed to meet relevant Australian Standards including AS4685, AS4422 and AS4586.
- > The entire play space is enclosed by a physical perimeter boundary, e.g. fences, walls or buildings (minimum 1200mm high), with self-closing access gates and child-proof latches. A wheelchair accessible entry latch is best practice but may require innovative solutions (e.g. electrical connections, special keys etc.). Mounds are not a suitable perimeter barrier.
- > Siting of inclusive play spaces should avoid nearby hazards such as busy roads or water bodies.
- > Inclusive play spaces should be regularly cleaned to promote safer play. This includes disinfecting chemicals.
- > Shade (natural or man-made) shall be provided to the play space in accordance with Cancer Council recommendations, and AS4685.0.

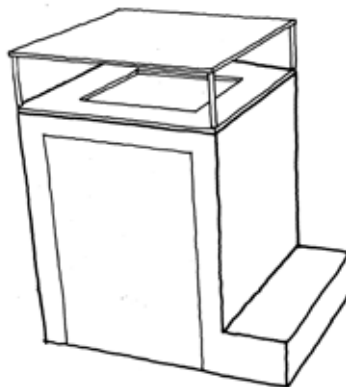


Facilities

- > Existing play spaces and infrastructure should aim to locate accessible toilets within 50m of a play space. If an amenities block is provided, particularly at a Regional play space, the ideal location is within the fenced curtilage of the play space.
- > Seating should be provided throughout the entire play space, and offer a variety of choices:
 - Seats with backrests and armrests (AS 1428 compliant);
 - Picnic tables (AS 1428 compliant);
 - Platform seats;
 - Bench seating (optional);
 - Informal seats e.g. low walls (optional);
 - Group seating is best practice; and
 - Individual seating choices are also required (2 people).

Various seating choices/options to be linked by an accessible path of travel.

- > Provide permanent picnic shelters linked to accessible paths, with ample room for manoeuvring space and accessible picnic tables.
- > Provide seating in a quiet retreat (linked by a path).
- > Provide bins in obvious locations (e.g. at entrance to play space) and consider accessibility of bin to all users, particularly young children. Consider rubbish sorting pictograms for all users.



- > Provide an accessible drinking fountain within the play space boundary. The fountain shall have easy-to-operate levers or buttons, not reliant on strength or dexterity (e.g. lever arms) and include a water bottle filling-point.
- > Ensure ample turning and manoeuvring space around drinking fountains (for mobility devices) and provide generous drainage close to the drinking fountain, ensuring falls to the grated lid.
- > Where barbecues are provided, at least one unit shall be accessible to AS 1428. Barbecues shall be linked to the main orientation path by an accessible path of travel. Barbecues shall be placed close to the play space (within 10m) or within the boundary of the play space located to the side of the main playing area and adjacent to complementary facilities such as picnic shelters and tables.
- > Signs shall be placed near entries in larger play spaces identifying the name of the play space, the location of features and facilities, and nominating any regulatory rules (e.g. no smoking).

Landscape

- > All plants selected (trees, groundcovers etc.) shall not pose any safety issues in terms of toxicity, thorns, sharp sticks, bee-attracting flowers, choking hazards, and allergenic properties.
- > Garden bed edges must generally be flush with adjacent materials, or if raised must not contain trip-points or “thin-edge” choices (steel edges).
- > Where possible, plant choices should be selected for their contribution to sensory experience, wayfinding and play opportunities. Colour, texture, smell and height all contribute to the overall experience.

Best Practice Play – Spatial Design Principles

Safety

- > The effects of heat, sun and climate change should be carefully considered through the choice of materials, trees and plants, colours, aspect and shade provision to be carefully considered.
- > The play space should be visible from adjacent streets, nearby buildings or areas of high pedestrian activity to enable passive surveillance of the play space.
- > Allow for clear sightlines to the majority of the play space from a central seating area.
- > Play equipment, artistic elements and nature play items shall all comply with AS4685. Regular inspections shall ensure that installed equipment continues to meet the requirements of the Standards.
- > Surfacing within the impact areas of play equipment and items will comply with AS4685 and AS4422. Regular inspections shall ensure that surfacing continues to meet requirements of the Standards.
- > Supportive facilities (such as toilets) are clearly visible from the play space, as well as from adjacent streets and buildings.
- > The supportive features are well lit at night or are lockable (toilets). Adjacent paths around the play space should be lit at night. Note: The play space itself is not required to be lit however creatively integrated lighting from adjacent areas may extend the play experience and allow use of the play space at night.

Safety, Vandalism & Sustainability

- > Use of solar and wind power is encouraged to power surveillance cameras and lights.
- > Security cameras may be considered in the play space in accordance with the public authority policies in relation to CCTV and civil liberties.

Facilities

- > If desired, dog drinking bowls and features are located a minimum of 10 metres away from the play space and must not be provided within the play space boundary.



- > If bike/scooter racks are provided, they shall be placed at play space entries.

Landscape

- > Trees for shade are to be generously provided throughout the play space. Both deciduous and evergreen options to be considered where climatic conditions allow. Trees should be selected for suitability to future climate change conditions (e.g. heat). Trees also to be selected for reliability (e.g. no branch dropping). Tree height, spread and foliage density should be considered to maximise UV protection.
- > Low shrubs, groundcovers and strappy plants are used to define play pods and boundaries.
- > Natural materials and items are integrated into the play space where possible, e.g. boulders.
- > Natural grass is highly valued and a grassed kick-about/picnic/respice area is best practice. Consider irrigating this highly valued commodity. Artificial grass only to be used sparingly.
- > Structural root zones must not be compromised in any way by play space construction (refer AS4970).
- > Natural boulders are considered as play items, creating a sense of naturalness, and can also assist in defining play pods, and protecting plants.

7.2.4 Play Experience Design Principles

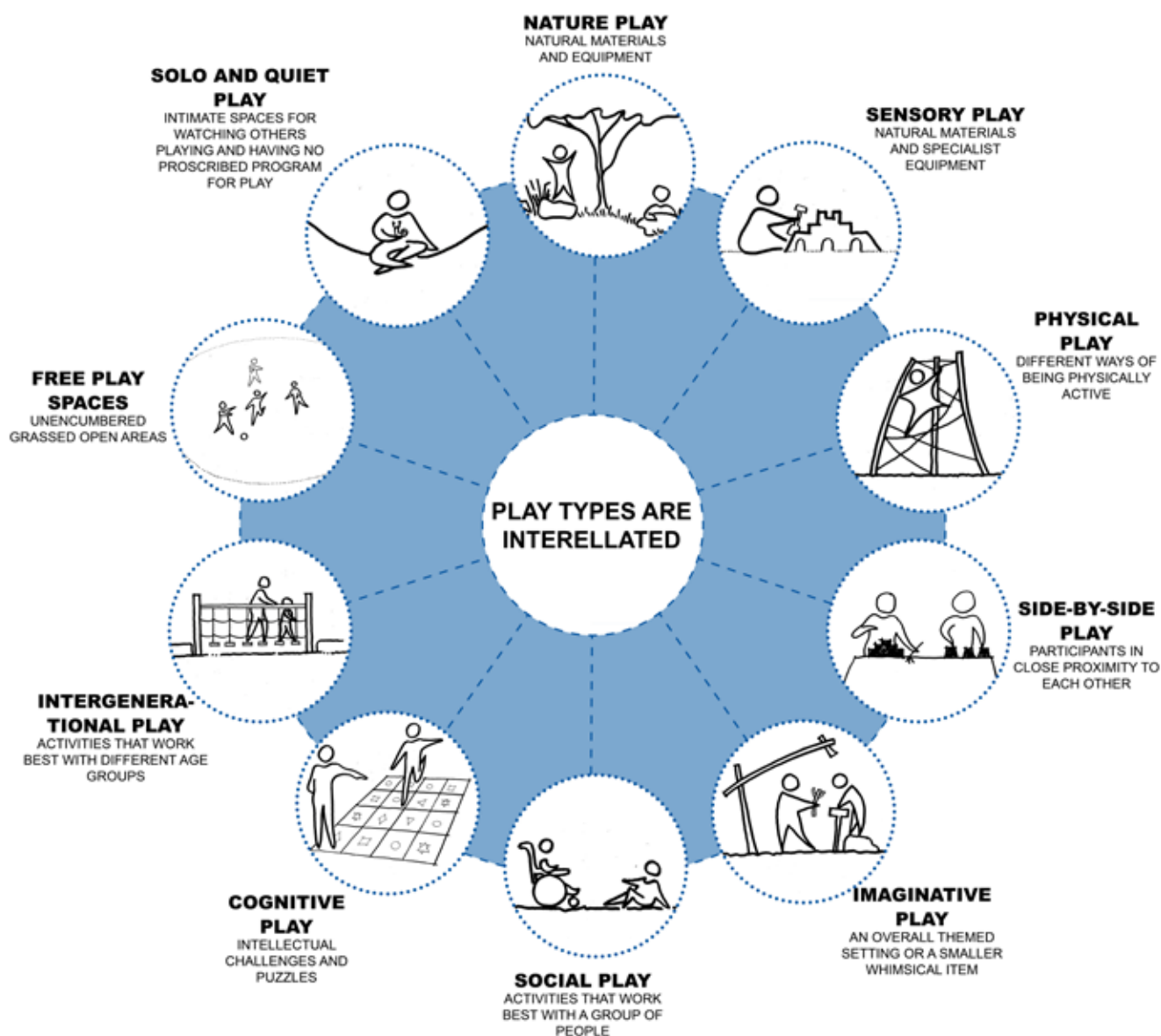
Once spaces for play are established around a navigation path, play types can be selected for the spaces. The principle is to provide as many varied types of play in a play space as possible, with items of play equipment being selected for their contribution to inclusive play. Each type of play should be provided separately to other play types, e.g. a spinner should not be in the same space as a balancing item.

Ideally, play items should all be roughly the same scale, with no element dominating the play space setting. This provides a sense that play types are equally attractive. If the design focuses on one large piece of equipment, that some users are not able to use or enjoy, then those users are excluded

from the main play experience. The focus should instead be on equity of experience, promoting social spaces that are accessible to as many users as possible – known as ‘emotional inclusion’.

The principle of emotional inclusion, which is an essential component of inclusive play space design, can be enhanced through theming, colour choices, sculptures and other special features that make the space unique and immediately appealing. This study identifies ten different play types, which are described in the following sections. However, all play types are intrinsically interrelated, as indicated in Figure 7.3. For example, sensory play may also be social play depending on how it is provided.

Figure 7.3: Play Types are Interrelated



1. Imaginative and Creative Play

Imaginative and creative play can involve made up games or role playing. Creative play offers children the chance to stretch their imaginations, using new words and numbers to express concepts and explore emotions.

Imaginative and creative play provides children with the invitation to explore lateral problem solving with a variety of solutions, promoting flexible thinking and expressive language.

It is vital to provide imaginative and creative play in an inclusive play space setting as many children with disabilities need more opportunities, and more encouragement to experience and practice creative play. Imaginative play is less spontaneous for many children with intellectual disabilities, and being in a social setting with other children may promote this valuable form of play.

Inclusive Play Experience Design Principles:

- > Create an imaginative theme and setting for the play space e.g. the whole space is a castle-setting;
- > Create an imaginative corner in the play space (e.g. a theatrical stage, a dinosaur nest) which strongly suggests a play theme;
- > Use equipment or individual items which are themselves imaginative e.g. a dragon slide;
- > Reinforce themes in artwork and signage; and
- > Provide natural elements such as plant material and mulch for loose parts play.



[SOURCE: Kompan Pirate Castle]

2. Social Play

Social play encourages participants to communicate and interact with each other, focusing on language and cooperative behaviours. Social play is an important context in which children acquire social skills and knowledge, vital to a child's ability to interact in their social world.

Social play is important to children and adults with disabilities as this group tend to withdraw from social situations and would benefit from becoming genuinely involved in playing with their peers to develop social interactions.

Inclusive Play Experience Design Principles:

- > Select equipment which relies on communication to operate successfully e.g. a group carousel, a tap and sluice gate combination, a shop front;
- > Create social play settings by co-locating complementary play activities together e.g. sandpit with water play, a graduated balance challenge that loops back on itself; and
- > Create play settings with adjacent seating.



3. Active/Physical Play

This type of play involves fixed equipment for swinging, climbing, hanging, balancing, jumping, stepping, sliding, etc. Active/physical play offers children the chance to develop muscle strength and coordination.

Active play promotes both fine and gross motor skills, and an understanding of one's body, movement and position in space. Play inherently promotes being active in complex ways, with improved fitness as an outcome.

Opportunities for varied physical play are important to all people with disabilities, because when physical activity is presented in a fun and social context, it may encourage greater physical movement from the participant, which is valued. Independent use of play equipment is the ultimate goal, but if the person with disabilities is assisted in being active, this is an improvement over sitting and watching.

Inclusive Play Experience Design Principles:

- > Provide as many varied active play options in one play space as allowed by space or budget. Choice is the key principle; and
- > Provide differing sizes or levels of challenge within the activity e.g. high and low slides.



4. Cognitive Play

Cognitive play provides challenges for participants to tackle using problem-solving skills, logic, spatial awareness, fine motor skills and social skills.

Cognitive play is vital to develop a child's ability to think, understand, communicate, remember, and work out what is going to happen next.

Cognitive play helps children and adults with disabilities understand more about the world around them.

Inclusive Play Experience Design Principles:

- > Include specific problem-solving challenges or games such as hopscotch, floor mazes, flip panel games, novel ball games;
- > Include challenges where items must be found or counted; and
- > Include challenges where cause-and-effect become self-evident (e.g. I will pump this handle and water comes out; I will hit this button and it will make a sound).



5. Sensory Play

Sensory play stimulates the senses: touch, smell, taste, sight, hearing and moving. This can include a choice of interesting materials (e.g. bark) as well as specific sensory items of equipment (e.g. musical drums). Sensory experiences enable participants to use their senses to explore and understand their world (e.g. sand and water), as well as learning to classify objects based on different characteristics of the object.

Sensory play is vital to brain development, helping to build nerve connections and neural pathways. It leads to a child being able to complete more complex tasks, and supports cognitive growth. Sensory play helps a child make sense of their surrounding world, as well as create memory pathways.

Sensory play is important to children and adults with disabilities as it is calming, soothing, engaging, and builds skills in understanding the messages their senses are relaying to them. Through sensory play, the participants can also explore and communicate their emotions (e.g. "I dislike slime"), leading to a greater sense of self.

Inclusive Play Experience Design Principles:

- > Provide materials rich in colour, smell and texture which are directly available to a user (e.g. sand, plants with peppermint scented leaves, etc.);
- > Provide natural materials which are movable and manipulable (e.g. water, sand, leaves, mulch, branches);
- > Provide natural play areas with boulders, trees, plants, logs, creeks/creek beds;
- > Provide items which either make interesting sound or music (e.g. speaking tubes, musical instruments); and
- > Provide interesting visual effects (e.g. reflective materials or patterns of light and shade).



6. Exploratory and Natural Play

Nature play includes the elements of a play space that consist of natural, non-manufactured items incorporated into the play space, including items such as logs, boulders, plant materials and surfaces, changes of level and other landscape elements.

Exploratory and natural play are important to children and adults with disabilities as it is calming, restorative, sensory-rich, variable and captivating. This type of play is therefore essential to a child's healthy development.

Children and adults interacting with nature through play gain a sense of affiliation with nature, which contributes to a sense of joy and overall wellbeing. All children (with and without disabilities) have an innate need to play directly with natural environments (materials, plants, weather, animals, etc.).

Inclusive Play Experience Design Principles:

- > Where appropriate (i.e. not conflicting with requirements for access), use natural materials to create the play setting, play equipment and play surfacing;
- > Use plants to define play pods, and provide sensory play elements;
- > Use ephemeral and seasonal change (e.g. deciduous trees, flowers, fruits) to create interest;
- > Create naturalistic settings such as meandering stream, bamboo forest, etc.; and
- > Use boulders to define play pods and also for balancing and scrambling on.



7. Intergenerational Play

Include a variety of play activities which encourage interactions between different age groups (e.g. toddlers with older people), to foster opportunities for communication, sharing of ideas and cooperation between participants.

Intergenerational play is important to a child's development as it deepens their understanding of their social context, and improves cognitive skills such as problem solving. This form of play broadens a child's life experiences by understanding everyone's differences and building acceptance.

Intergenerational play is important to people with disabilities as it promotes relaxation, reduces anxiety and stress, improves social skills and maintains cognitive skills such as memory and problem solving. It is also beneficial as the participants are less competitive, which can result in higher engagement levels in authentic play. This form of play provision can also boost physical coordination, balance, agility and fine motor skills.

Parents, carers, grandparents and older people value being in play spaces to accompany children and grandchildren, to be active themselves, and simply to watch children at play. Intergenerational play activities are important for this age group to maintain and boost physical and mental wellbeing, and to keep older people active in their community.

Inclusive Play Experience Design Principles:

- > Provide equipment and settings which encourage and support carers, older people, family and grandchildren to enjoy play experiences together (e.g. group carousel);
- > Select play equipment that has options for both children and adults to use and enjoy (e.g. swings);
- > Provide equipment in a range of sizes and configurations catering for different ages and abilities; and
- > Where appropriate, provide equipment and settings which support health and wellbeing,





8. Quiet Play

A quiet play area is a space which may be suitable for reading, talking, sitting, watching others or playing a sit-down game. Quiet play builds confidence allowing an individual or group to quietly observe other children before joining in.

Quiet play is important to a child's development as children gain enjoyment and confidence in being able to be calm and watch others playing before possibly joining in themselves. Feeling confident to participate is a precursor to all play activities and outcomes.

For people with disabilities, quiet play is important as, firstly, it can provide pleasure through feeling that you are part of a fun activity as an on-looker. Secondly, it allows the participant to gain confidence to join in. Thirdly, this type of space allows less active people a calm, non-programmed area for self-chosen activities such as playing a board game. Children with sensory processing disorders also benefit from quiet spaces to withdraw from the noise and activity of a busy play space.

Inclusive Play Experience Design Principles:

- > Consider seating options adjacent to play activities that allow a person the choice to sit quietly and observe others at play, with the option of joining in;
- > Provide grassy spaces; and
- > Provide small 'nooks' in sandpits or nature play areas.



9. Side-by-Side Play

Play items that provide opportunities for participants to play in close proximity to each other. The participants may not necessarily interact, but enjoy being in each other's company.

Side-by-side play is important to a child's development as it lays the groundwork for more complex stages of social play. It allows a child to play on their own terms alongside others, which can improve concentration and sense of self.

Side-by-side play is important to people with disabilities as it allows them to play without the pressure of social interaction. They are part of a social context, and understand more about it, gaining confidence with practice.

Inclusive Play Experience Design Principles:

- > Provide play settings and/or equipment where two people are engaged in a play activity side-by-side, or face-to-face (e.g. on 2 adjacent swing seats). The participant should have the feeling that they are part of an activity with another person.



10. Free Play

Open grassed spaces or slopes provide opportunities for activities and games such as rolling, running, informal ball games, cartwheels, somersaults, handstands etc. Free play is different from Active play as it enables non-prescribed movement in open space. Free play can involve elements of creative and nature play, but takes place in an area that offers no directives or limitations.

Free play supports all the domains of a child's development – social, physical, cognitive, and emotional – and allows a child to exercise executive decision making in terms of what to do, how long to do it for, and whom to do it with.

Free play is important for people with disabilities as it offers a neutral space to experiment, practice, watch and build confidence to participate. It is also a neutral space for people to regulate sensory imbalances.

Inclusive Play Experience Design Principles:

- > Provide unprogrammed, grassed open space for people to play in any way they choose;
- > No equipment is provided: space remains adaptable to users' needs;
- > Trees, tables, seats etc. should not impede the space, but can surround it to allow people to sit and observe the space; and
- > Prioritise real grass over artificial grass.



7.3 Inclusive Play Principles Applied to the Play Space Hierarchy

7.3.1 Introduction

The forty (40) play spaces in the Waverley LGA are offered at four (4) different levels within a hierarchy ranging from Pocket, Neighbourhood, District and Regional play spaces. Levels in the hierarchy reflect increases in size and user capacity, complexity and choice of play experiences.

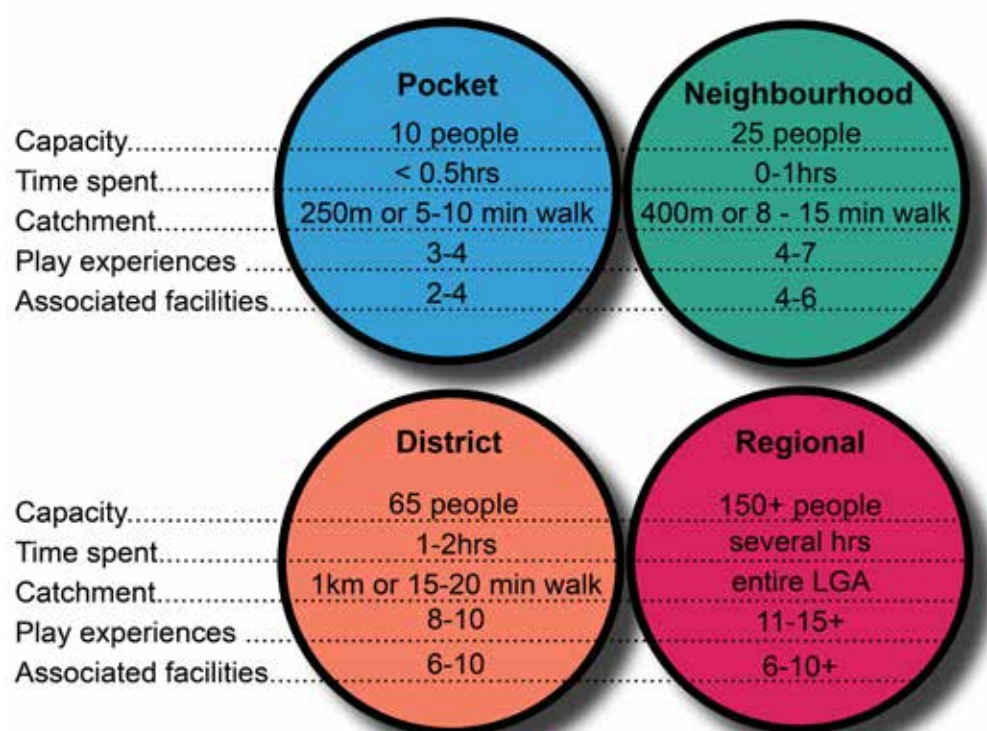
These incremental increases mean people stay longer, and come from a wider catchment area. Typically as the play space increases in size, so does the number and variety of play types and supportive facilities. Similarly budgets and maintenance regimes increase in accordance to the hierarchy of the play space and park.

7.3.2 'In Principle' Play Setting Design

'In Principle' diagrams have been developed for each level of the play space hierarchy (Pocket, Neighbourhood, District and Regional) to demonstrate the application of the inclusive play spatial design principles.

The diagrams illustrate the overall spatial arrangement of inclusive play space components and are provided as examples only. Each new play space will have its own unique spatial layout depending on many factors such as size, topography, site orientation, existing vegetation, adjoining land uses, etc. It is the designer's responsibility to apply the principles to suit the site characteristics, opportunities and constraints.

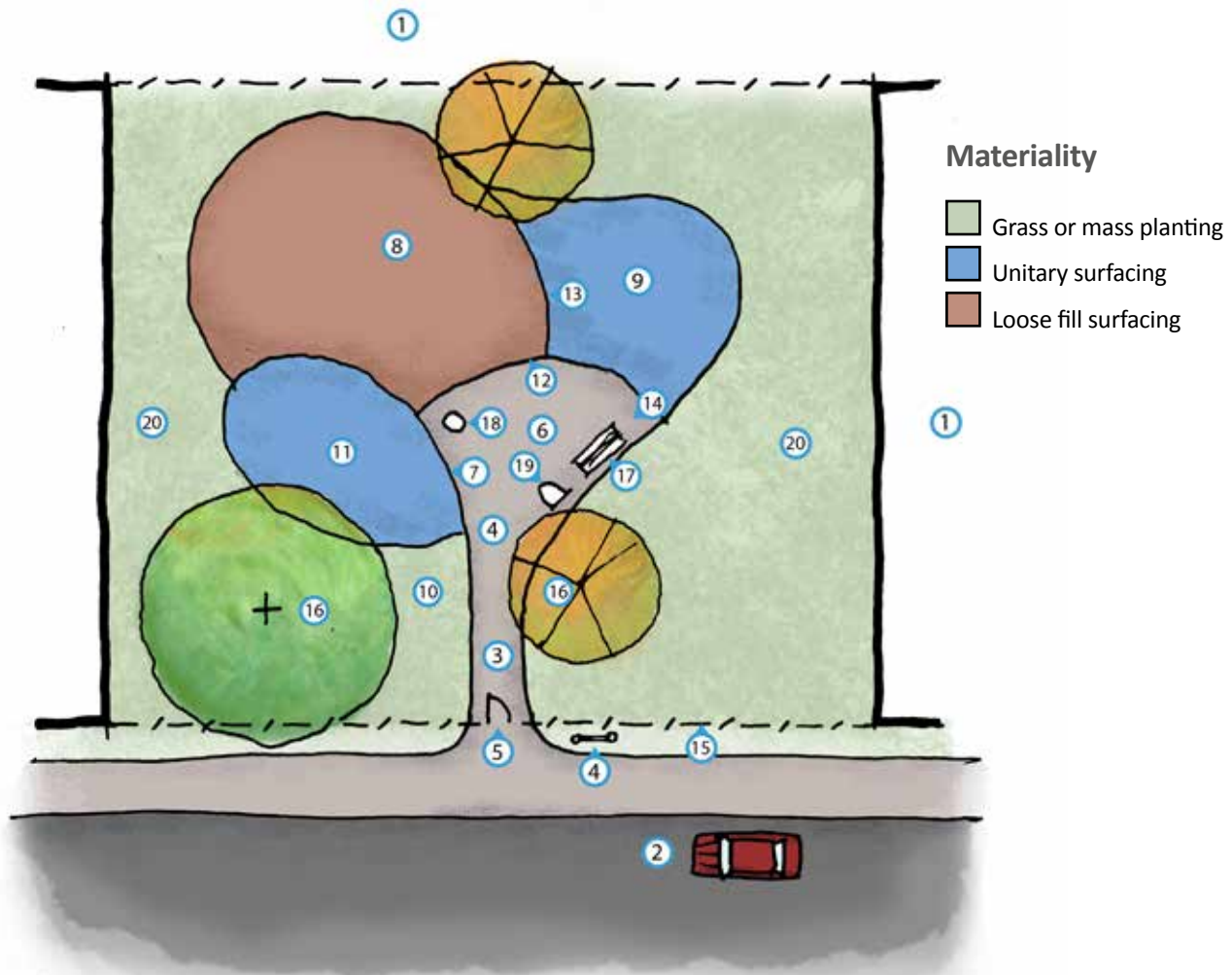
Figure 7.4: Play Space Hierarchy [Data Extracted from Waverley Play Space Strategy 2014-2029]



Pocket Play Space

Waverley Council have not nominated any Pocket parks to be upgraded to inclusive play spaces at this stage. The following diagram illustrates the application of inclusive play principles at a Pocket park level for future consideration.

Figure 7.5: Pocket Play Space Inclusive Design Diagram



Can we get there?

Location:

- 1 Located in small urban spaces and parks

Immediate Context:

- 2 Located within 20m of side street parking

Access:

- 3 An accessible path of travel links the play space

Signage:

- 4 Play space signage

Upon Arrival:

- 5 Clear entry point
- 6 Central gathering space
- 7 Play pods are connected to the gathering space

Can we play?

Play Experience:

- 8 Play for older children
- 9 Play for younger children
- 10 Quiet spots for unprogrammed play
- 11 Nature based play options

Wayfinding:

- 12 Luminance contrast between adjacent ground surfaces
- 13 Plants, rocks and sitting walls are used to differentiate play pods

Surfacing:

- 14 Area to park strollers and mobility device

Can we stay?

Safety:

- 15 Play space is fenced
- 16 Evergreen and Deciduous trees are provided for shade

Facilities:

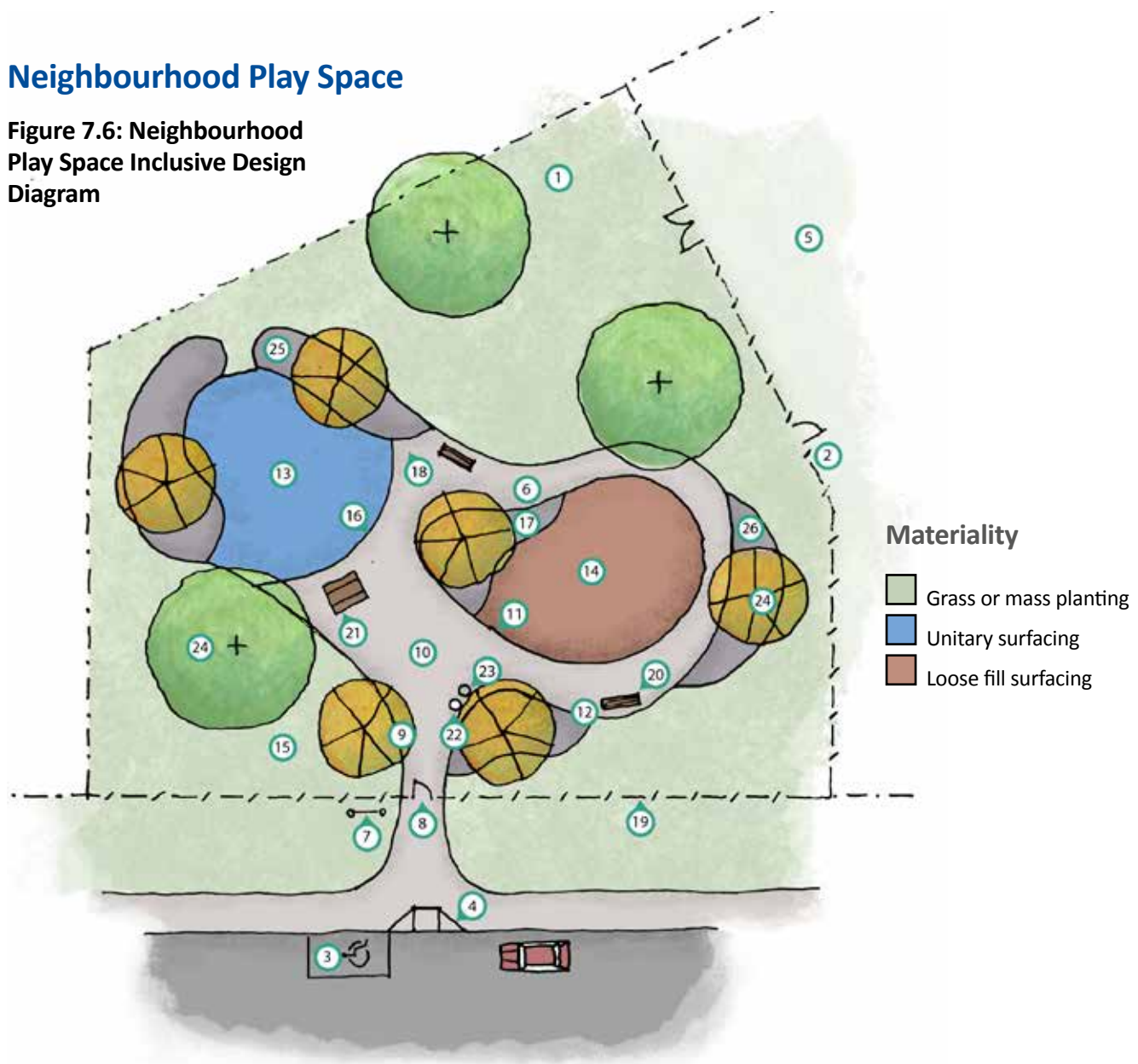
- 17 Seating
- 18 Bins
- 19 Drinking fountain

Landscape:

- 20 Low shrubs and strappy plants or grassy spaces

Neighbourhood Play Space

Figure 7.6: Neighbourhood Play Space Inclusive Design Diagram



Can we get there?

Location:

- 1 Located in a District or Neighbourhood park setting, adjacent to open space with high landscape amenity and naturalness
- 2 Play space is connected to a path that leads to other amenities

Immediate Context:

- 3 Located within 50-70m of kerbside parking
- 4 The carparking has kerb ramps
- 5 Sited near open grassy space

Access:

- 6 An accessible path of travel links the play space

Signage:

- 7 Play space signage

Play Space Entrance:

- 8 Obvious and visible from carpark/streetscape
- 9 Sense of welcome using trees, boulders, artwork

Upon Arrival:

- 10 Central gathering space with good surveillance of surrounding play space
 - 11 Play pods are connected to the gathering space
- Respite area integrated off the navigation path

Can we play?

Play Experience:

- 12 Play for older children
- 13 Play for younger children
- 14 Quiet spots for unprogrammed play

Wayfinding:

- 15 Luminance contrast between adjacent ground surfaces
- 16 Plants, rocks and sitting walls are used to differentiate play pods

Surfacing:

- 17 Area to park strollers and mobility device

Can we stay?

Safety:

- 18 Play space is fenced

Facilities:

- 19 Varied seating options
- 20 Picnic tables
- 21 Bins
- 22 Drinking fountain




Landscape:

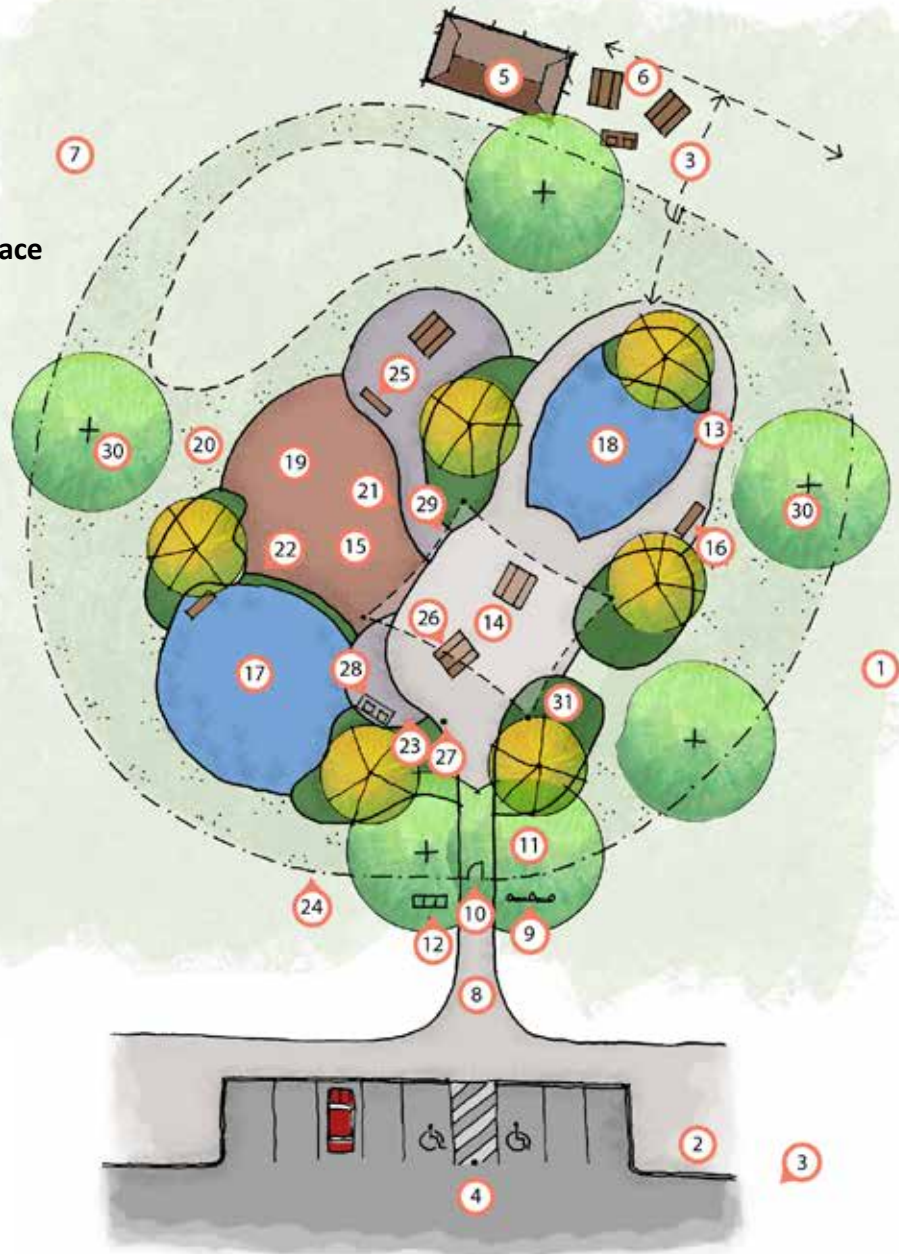
- 23 Evergreen and Deciduous trees are provided for shade
- 24 Low shrubs and strappy plants or grassy spaces
- 25 Boulders as a play item

District Play Space

Figure 7.7: District Play Space Inclusive Design Diagram

Materiality

-  Grass or mass planting
-  Unitary surfacing
-  Loose fill surfacing



Can we get there?

Location:

- 1 Located in a District park setting, adjacent to open space with high landscape amenity and naturalness
- 2 A public transport link within 100m of play space
- 3 Play space is connected to a path that leads to other amenities

Immediate Context:

- 4 Located within 50-70m of large dedicated carpark including accessible parking and ramp
- 5 Amenities block
- 6 Sited near picnic areas with picnic tables and BBQs
- 7 Sited near open grassy space

Access:

- 8 An accessible path of travel links the play space to carparking and public transport

Signage:

- 9 Play space signage

Play Space Entrance:

- 10 Obvious and visible from carpark/streetscape
- 11 Framed sense of welcome using trees, boulders, artwork
- 12 Bins provided

Upon Arrival:

- 13 One main path around the playground
- 14 Central gathering space with good surveillance of surrounding play space
- 15 Play pods are distributed around the navigation path

- 16 Respite areas are integrated off the navigation path

Can we play?

Play Experience:

- 17 Play for older children
- 18 Play for younger children
- 19 Offer play experiences for differing abilities/ages/needs
- 20 Quiet spots for unprogrammed play

Wayfinding:

- 21 Luminance contrast between adjacent ground surfaces
- 22 Plants, rocks and sitting walls are used to differentiate play pods

Surfacing:

- 23 Area to park strollers and mobility device

Can we stay?

Safety:

- 24 Play space is fenced

Facilities:

- 25 Varied seating options
- 26 Picnic tables
- 27 Drinking fountain
- 28 Accessible BBQ
- 29 Shade structure




Landscape:

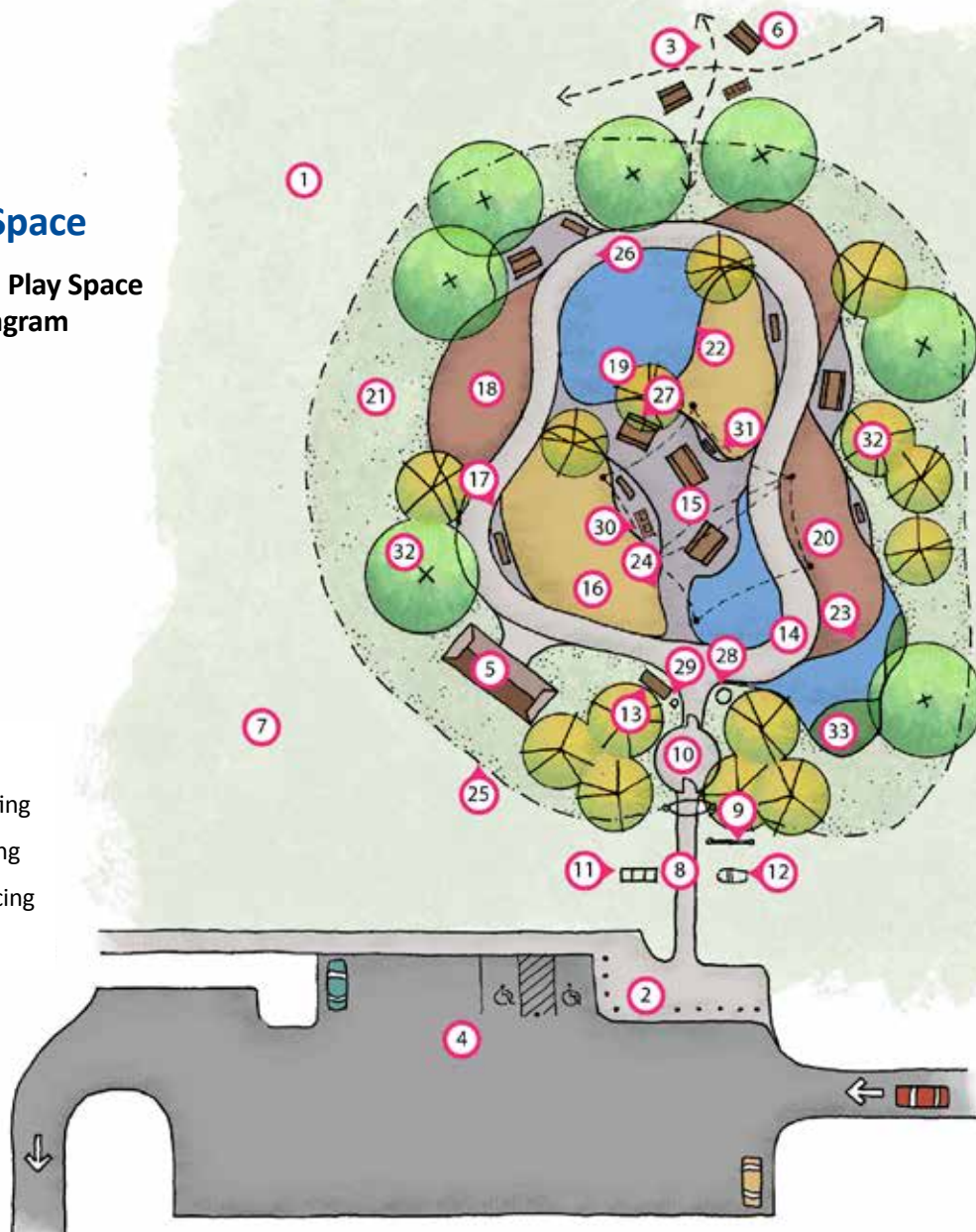
- 30 Evergreen and Deciduous trees are provided for shade
- 31 Low shrubs and strappy plants or grassy spaces

Regional Play Space

Figure 7.8: Regional Play Space Inclusive Design Diagram

Materiality

-  Grass or mass planting
-  Unitary surfacing
-  Loose fill surfacing



Can we get there?

Location:

- 1 Located in a Regional park setting, adjacent to open space with high landscape amenity and naturalness
- 2 A public transport link within 100m of play space
- 3 Play space is connected to a path that leads to other amenities

Immediate Context:

- 4 Located within 50-70m of large dedicated carpark including accessible parking, minibus parking and bus drop-off point
- 5 Amenities block
- 6 Sited near picnic areas with picnic tables and BBQs
- 7 Sited near open grassy space

Access:

- 8 An accessible path of travel links the play space to carparking and public transport

Signage:

- 9 Play space signage

Play Space Entrance:

- 10 Doubled-gated 'airlock' entry, obvious and visible from carpark/streetscape and expressing a sense of welcome

- 11 Bin enclosure provided

- 12 Bike racks provided

- 13 Additional seating at entrance

Upon Arrival:

- 14 Clear path network around the playground

- 15 Central gathering space with good surveillance of surrounding play space

- 16 Play pods are distributed around the navigation path
- Respite areas are integrated off the navigation path

Can we play?

Play Experience:

- 17 Play for older children
- 18 Play for younger children
- 19 Offer play experiences for differing abilities/ages/needs

- 20 Quiet spots for unprogrammed play

Wayfinding:

- 21 Luminance contrast between adjacent ground surfaces

- 22 Plants, rocks and sitting walls are used to differentiate play pods

Surfacing:

- 23 Area to park strollers and mobility device

Can we stay?

Safety:

- 24 Play space is fenced

Facilities:

- 25 Varied seating options

- 26 Bins

- 27 Drinking fountains

- 28 Accessible BBQ

- 29 Shade structure

Landscape:

- 30 Evergreen and deciduous trees are provided for shade

- 31 Low shrubs and strappy plants or grassy space

7.3.3 Number of Play Types

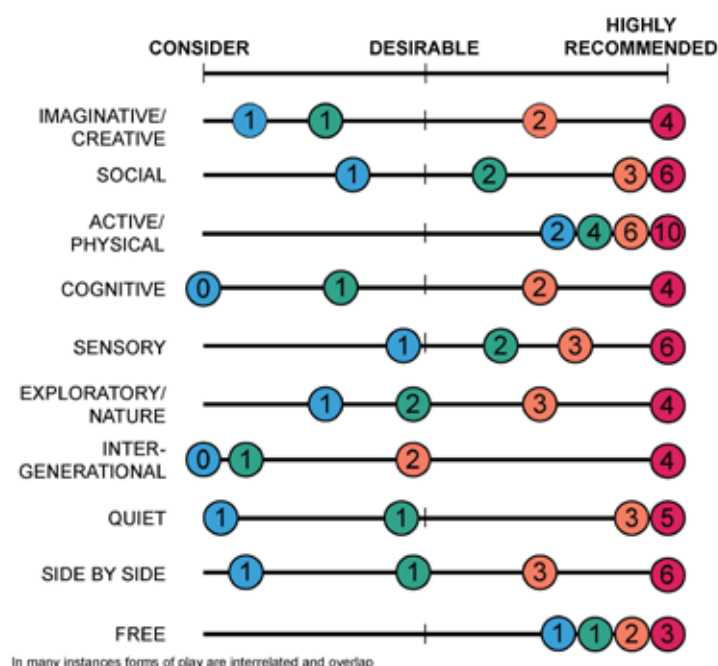
Play spaces progressively increase in size and budget allocation across the hierarchy, allowing for a corresponding increase in the number of play types that can be included. For example, Regional play spaces should provide a generous allocation of all the play types, whereas smaller play spaces are more discretionary in terms of available space and budget.

It is the play space designer's responsibility to assist the community in choosing what play types to include at each site, balancing site constraints, adjoining residential amenity concerns, and particular desires or aspirations of the community for the play space.

The following chart (Figure 7.9) provides guidance on the recommended allocation of play types across the different play space hierarchies.

The sliding scale (from 'consider' to 'highly recommended') is intended to help guide the decision making process when deciding which types should be included over others. The numbers indicate the recommended number of each type of play per play space hierarchy. The numbers shown are advisory only, and designers should take into account that many types of play can overlap. For example a group see-saw provides at least five (5) play types, including physical play, social, side-by-side, imaginative, and intergenerational play.

Figure 7.9: Recommended Number of Play Types for each Hierarchy Level



- ② Pocket & Number of items recommended
- ④ Neighbourhood & Number of items recommended
- ⑥ District & Number of items recommended
- ⑧ Regional & Number of items recommended

Worked Example

A Neighbourhood play space could provide:

- > 4 active/physical play types (highly recommended);
- > 1 free play area (highly recommended);
- > 2 social play areas (desirable);
- > 2 sensory play items (desirable);
- > 2 exploratory/nature play areas (desirable);
- > 1 side-by-side play activity (desirable);
- > 1 quiet space (desirable);
- > 1 cognitive play challenge (desirable);
- > 1 imaginative/creative play setting (desirable); and
- > 1 intergenerational play item (consider using).

7.3.4 The 'Mosaic' of Inclusive Play Experience

The inclusive play principles can be applied to each play space in Waverley Council's play space hierarchy. However, the scale and complexity of inclusive play is proportional with the play space hierarchy, function and available budget. The larger the play space, the more inclusive play types and experiences can be achieved in it, whereas in smaller play spaces fewer types and experiences are typically achieved.

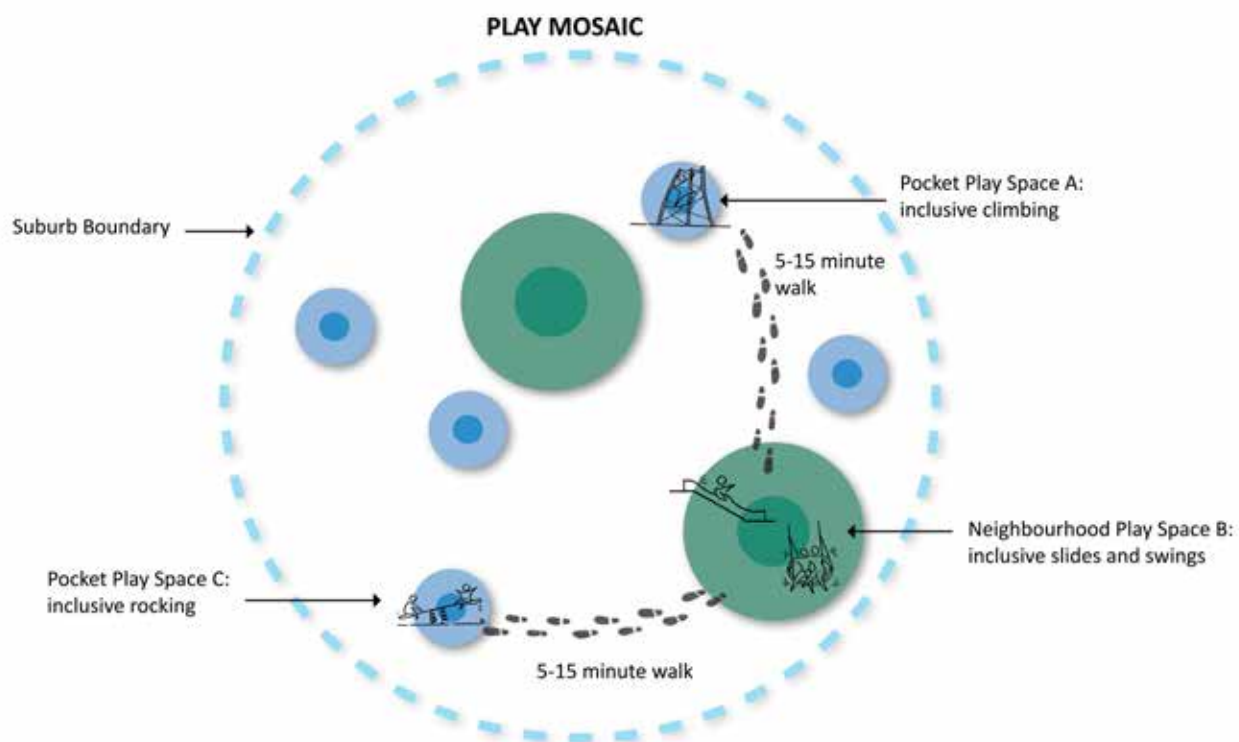
This then introduces the application of inclusive play design principles on a sliding scale, where all principles should be applied to Regional play spaces, and as many design principles as possible applied to District level play spaces. Neighbourhood and Pocket play spaces may not be able to include a great variety of inclusive play types or facilities, but design choices should still be made from an inclusive perspective, to improve accessibility and playful opportunities for as many users as possible.

It is the play space designer's responsibility to assist the community in choosing what play types to include at each site, balancing site constraints, adjoining residential amenity concerns, and particular desires or aspirations of the community for the play space.

Pocket and Neighbourhood play spaces are unique in that they offer a 'mosaic' of play approach in a suburb: a group of smaller play spaces within a suburb should be seen as offering inclusive play experiences which complement each other, as shown in Figure 7.10. What is not available at one play space may be available elsewhere or nearby. For example, Pocket play space A offers inclusive climbing, Neighbourhood play space B offers inclusive slides and swings, while nearby Pocket play space C offers inclusive rocking.

This 'mosaic' approach is supported by the Play Space Strategy and can be further investigated and applied through community consultation, and during detailed design of Pocket and Neighbourhood play spaces.

Figure 7.10: The Play Mosaic Approach





8 Action Plan and Implementation

KEY FINDINGS

The Inclusive Play Action Plan supplements the Action Plan in the Waverley Play Space Strategy 2014-2029. Inclusive play can be improved through:

- > Play space upgrades on a space-by-space basis;
- > Small improvements incrementally undertaken to targeted play spaces as resources allow (e.g. signage); and
- > Provision of new inclusive play spaces.

Implementation of the Inclusive Play Action Plan can be more effective by:

- > Working with project partners;
- > Analysing play space requirements in relation to the surrounding community (community consultation) and existing play spaces (mosaic of play);
- > Applying the principles and checklists provided in the Inclusive Play Space Study Report;
- > Communication to project partners and the community about inclusive play activity in the LGA; and
- > Consistent monitoring and evaluation of inclusive play outcomes to inform ongoing inclusive play practice.

The Action Plans for the 14 targeted play spaces provide the first steps for improving inclusivity of play spaces in Waverley LGA. An evaluation checklist template was developed for each of the play space hierarchies (see Appendix A). Each checklist is divided into three (3) sections based on the NSW State Government 'Everyone Can Play' Guideline 2019 and the Inclusive Play Space Principles:

1. Can we get there?

Information, Location, Immediate context, Access, Signage, Play Space Entrance, Upon arrival.

2. Can we play?

Play experience, Wayfinding, Equipment, Access, Surfacing.

3. Can we stay?

Safety, Facilities, Landscape.

Each play space was evaluated using the checklists, and an Action Plan for improvement of inclusive play was developed. These actions are sensitive to the play space hierarchy and provide guidance and recommendations only.

Over time it is anticipated that most of the play spaces in the Waverley LGA will be improved and developed in accordance with this Study's inclusive principles and guided by the results from the evaluation checklists.



8.1 Introduction

An Action Plan has been developed to implement the vision and principles of the Inclusive Play Space Study. It is envisaged that the majority of the actions will be implemented as play spaces are renewed and upgraded in accordance with the adopted Play Space Strategy 2014-2029, while small improvements can be undertaken at any time.

8.1.1 Inclusive Play Space Upgrade Priorities

The degree of inclusivity of each play space in Waverley LGA was analysed in the context of its hierarchy and distribution in the LGA. Following-on from this analysis, Waverley Council identified fourteen (14) play spaces in the LGA which:

- > Are capable of meeting the broad objectives and principles of a higher level of inclusion;
- > Display some inclusive play elements and features, such as an accessible path of travel, flatter topography, and existing supportive facilities like carparking;
- > Will support a range of users;
- > Will provide inclusive play experiences at District and Regional play spaces in the LGA; and
- > Will provide an even distribution of inclusive play spaces across the LGA (i.e. residents will have play choices in close proximity to home and within the LGA).

Figure 8.1 shows the location and hierarchy of these fourteen (14) play spaces (highlighted in yellow).

It is anticipated that the fourteen (14) play spaces will be upgraded over the next 10-15 years (short, medium and long-term). Some of these play spaces will also be upgraded to the next level in the play space hierarchy in accordance with the adopted Play Space Strategy 2014-2029 (e.g. a Pocket play space may become a Neighbourhood play space).

A change of hierarchy would result in a major upgrade to the play space, in which case, 'best practice' inclusive play principles as outlined in this study would be applied to the new design. The change in hierarchy level applies to five (5) of the fourteen (14) targeted play spaces, and this has been taken into consideration in the Action Plan recommendations. However, the recommended actions for each play space are based on the current condition and hierarchy of the play spaces.

All play space upgrades take into account the recommendations of the adopted Play Space Strategy 2014-2029, and 'best practice' inclusive play principles outlined in this Inclusive Play Space Study. The two documents must be reviewed together when planning and designing play space improvements.

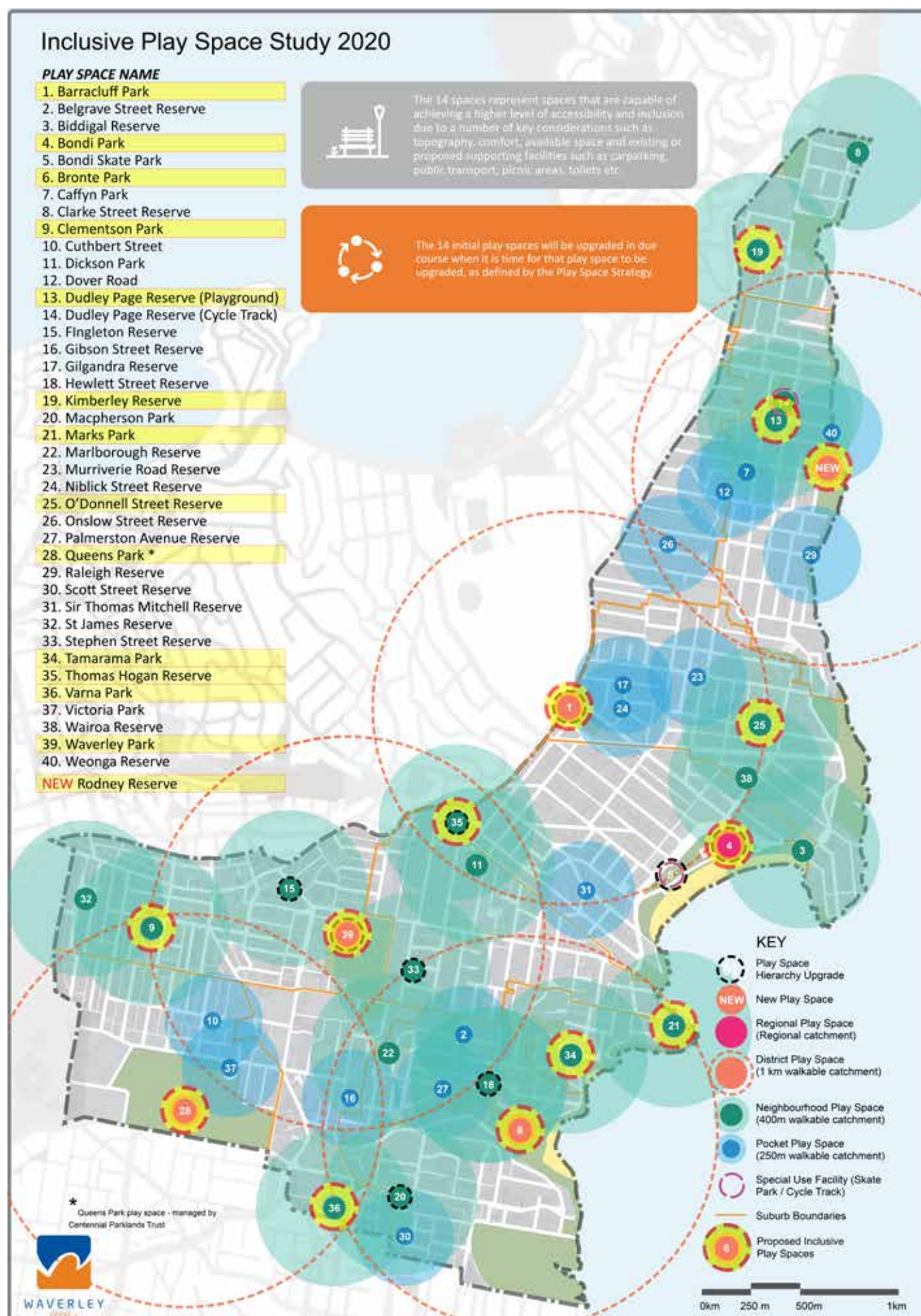
Additionally, Council will undertake extensive community consultation and engagement processes when upgrading play spaces, to ensure the ideas and aspirations of the community are considered as part of the design. This provides further opportunities for the community to influence the inclusive play outcomes at individual play spaces.

It is recognised that major upgrades to individual play spaces are always conducted in accordance with community engagement, which will further influence the inclusive play outcomes.

The application of inclusive design principles, wherever possible, should be applied to all play spaces across the Waverley LGA when it is time to redevelop these spaces. While some play spaces will not be truly inclusive as they are inherently compromised by site factors such as a steep slope (e.g. Dickson park), or subject to noise (e.g. Fingleton Reserve) and/or exposed to wind (e.g. Weonga Reserve), upgrades will still follow inclusive principles where possible.

The following Action Plan identifies improvement works that can be implemented to each of the fourteen (14) targeted play spaces, tested against the inclusive play principles established in this Study, to improve the offer of inclusive play at each play space.

Figure 8.1: Targeted Inclusive Play Space Upgrades



8.2 Upgrade & Improvement Schedule

The following schedule is based on the Waverley Play Space Strategy 2014-2029 and establishes the anticipated timing of upgrades to targeted inclusive play spaces.

Priority/Timing	Play Space No.	Play Space Name	Suburb	Action Type			Proposed Hierarchy Level
				Upgrade Hierarchy	Retain Hierarchy	New	
Short: 0-5 yrs Medium: 5-10yrs Long: 10-15yrs							
Short Term	4	Bondi Park	Bondi Beach	✓			Regional
Short Term	1	Barracluff Park	North Bondi	✓			District
Short Term	39	Waverley Park	Bondi Junction	✓			District
Short Term	36	Varna Park	Waverley		✓		Neighbourhood
Medium Term	NEW	Rodney Reserve (replacing Raleigh Reserve)	Dover Heights	✓		✓	District
Medium Term	8	Kimberley Reserve	Vaucluse		✓		Neighbourhood
Medium Term	9	Clementson Park	Bondi Junction		✓		Neighbourhood
Medium Term	34	Tamarama Park	Tamarama		✓		Neighbourhood
Long Term	6	Bronte Park	Bronte		✓		District
Long Term	13	Dudley Page Playground	Dover Heights		✓		Neighbourhood
Long Term	25	O'Donnell Street Reserve	North Bondi		✓		Neighbourhood
Long Term	35	Thomas Hogan Reserve	Bondi Beach		✓		Neighbourhood
Long Term	21	Marks Park	Tamarama		✓		Neighbourhood
TBC	28	Queens Park	Queens Park*		✓		District

* managed by Centennial Park and Moore Park Trust – timing to be determined by the Trust.

8.3 Action Plan Implementation

All play spaces in the Waverley LGA can offer elements of inclusive play; some more so than others. The 14 targeted play spaces provide a list of play spaces to start the process, and also provide an even and equitable distribution of inclusion across the LGA.

When a play space has been scheduled to be improved to be more inclusive, the following steps should be considered (along with Council's usual protocols of play space upgrades).

8.3.1 Inclusive Play Space Funding

Funding for play space upgrades and improvements could happen at two levels:

- 1) Address inclusion holistically for an entire play space, i.e. a budget for a nominated play space upgrade, or;
- 2) Provide small, isolated, specific budgets for incremental improvements to play spaces, which gradually improve inclusion. For example, a budget may be sought for signage and applied to numerous play spaces.

Council's Play Space Strategy 2014-2029 is currently a fully funded program under Council's Long Term Financial Plan.

The design of play spaces can be achieved to meet established budgets by systematically weighing up design decisions against the inclusive play space principles and 'best practice' play space design principles throughout the project lifecycle – from formulating a design brief, to site analysis, concept design, community consultation, construction documentation and construction. This process then allows for compromises to be made where necessary.

Should additional funding be required, this will be identified during the development of the project brief.

8.3.2 Inclusive Play Space Project Brief

The inclusive design principles and site-specific recommendations of the Action Plans can be used to provide structure to a Project Brief (e.g. Can we Get There, Can we Play, and Can we Stay). The Project Brief is the first step in setting the key objectives of the project, as well as setting budget requirements, establishing a project program, and identifying delivery partners and community consultation requirements.

8.3.3 Community Consultation Strategy

When undertaking a project, Council develops a Community Consultation and Engagement Strategy which identifies all community stakeholders in a project and reviews how those stakeholders can be engaged with the project, as well as how they can participate in consultation and influence the project outcomes.

In addition to local residents and community groups, consultation on inclusive play spaces should include identifying disability sector stakeholders who will benefit directly from the inclusive play space upgrade. The consultation should provide opportunities for these groups to contribute meaningful feedback on their specific needs and aspirations for the play space.

Council engages with the community in a variety of ways, including letter box drop notifications to local residents, project updates on Council's website and social media platforms, Have Your Say information days at the park, meetings with identified stakeholders and project partners, and collecting written feedback via online surveys. Results from community consultation are posted on a project webpage for the community to review, and any relevant amendments are incorporated into a final concept design.

8.3.4 State Government Partner

There is an opportunity to strengthen and deepen the strategic partnership between Waverley Council and the Centennial Park and Moore Park Trust, through collaboratively working together to improve inclusion in the Queens Park Playground. Inclusive play grants may be sought, and in association, ongoing maintenance budgeting requires careful resourcing.

The play space improvements will respond and reflect the future recreational planning context of Queens Park. At this point it is suggested that the play space footprint (fence) does not need to be augmented, allowing for internal play space improvements to proceed without larger park considerations. However the connectivity of the play space to amenities, the café, cycle track and accessible carparking needs resolution in a broader park-wide context.

8.3.5 Project Partner Identification

Partners may wish to work with Council in achieving inclusive play outcomes for the community. Partners may include organisations such as the The Variety Club, the local Men's Shed, local businesses, benefactors, the NSW Department of Planning, local schools etc. Project partners may come about as the result of grants or may be local to an identified project.

Protocols for working together will be project specific, and unique to each organisation. Partners usually bring additional resources to an inclusive play space, such as additional funding, works-in-kind, or donated goods or services. With the exception of State and Federal Grants, these partnerships would be assessed on a case-by-case basis and must adhere to Council's Sponsorships, Gifts and Donations Policy. Partnerships may require a Memorandum of Understanding agreement with Council to delineate or clarify items such as roles and responsibilities, and to manage expectations of each party.

Working with partners usually requires longer timeframes with joint approval processes being more complex than traditional play space design. Some aspects of the construction process can also be complex when donated goods are provided to Council.

Partnerships usually result in additional experience and insights being brought to the project, which can deepen inclusive play outcomes to everyone's advantage, as well as assisting in building stronger community ownership and pride in the project.

8.3.6 Analyse a Suburb's "Mosaic of Play"

When the project team undertakes site analysis, a suburb-wide analysis of play spaces and types around the selected play space should be undertaken at the same time, particularly from the point-of-view of inclusive play outcomes. Refer Section 7.3.2 and Section 7.3.3.

Inclusive play outcomes can be documented in the surrounding play spaces, with a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis which identifies gaps in inclusive play experience provision.

For example, it may be that all outlying play spaces have swings, and that there are a variety of swings at the outlying play spaces to choose from (e.g. toddler seats, strap seats, and basket swings), but none have inclusive 'you and me' or 'boat' swings. It then becomes an opportunity to provide a missing inclusive play experience, and hence provide diverse inclusive play within a locality.

Figure 8.2 Variety organisation partnered with Eurobodalla Shire Council to fund an Inclusive Playground



8.3.7 Site Analysis

When the project team undertakes site analysis, an Inclusive Play Space Checklist is highly recommended in order to understand the site's opportunities and constraints for inclusive play. Refer Appendix A.

The filled-in checklists can richly inform the design process.

8.3.8 Inclusive Play Principles – Concept Design

The design principles relevant to the established hierarchical level of the play space should be followed where possible in the conceptual design of the space. The spatial layout model, diagrams, and design parameters provide 'in-principle' guidance to the designer.

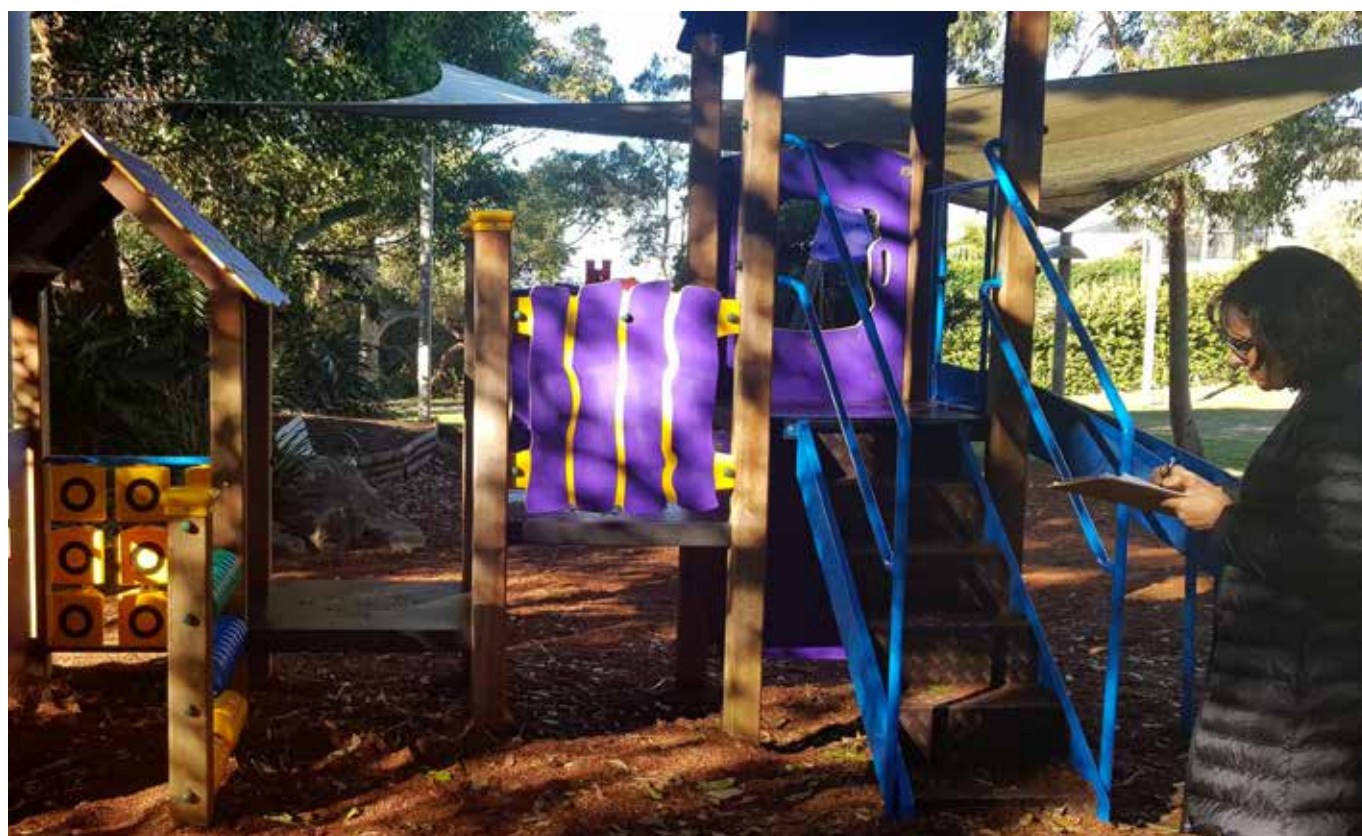
The number of play types should be carefully balanced according to the hierarchical level – refer Section 7.3.2.

8.3.9 Community and Partner Feedback

Once a play space Concept Design meets internal Council requirements, the local community, disability sector, and project partners can all provide feedback on the Concept Design through a variety of feedback opportunities, including workshops, Have Your Say days and online surveys.

Concept Designs typically include plans illustrating the spatial arrangement of the play space. The Concept Design is accompanied by image boards including a generous number of photographs to illustrate the play experiences, to assist the community in visualising the proposal.

Figure 8.3 Site analysis and checklist



8.3.10 Updates During Construction

Partners and committed communities will be updated frequently throughout the life of a project via Council's project webpage, social media platforms and on-site construction signage.

8.3.11 Gratitude and Pride in Achievement

Once complete, it is vital to publicly demonstrate pride in the finished play space. This is a great opportunity to thank all partners in the process. This can be achieved at a public ceremony, Facebook, Instagram, Council's website, Disability Sector's newsletters, the Press, Television etc. Council typically undertakes an opening event and invites the community to celebrate. Updates are also posted on Council's website and social media platforms.

Awards, talks, and articles extend recognition of achievement in inclusive design, and extends ongoing commitment to good design for everyone.

8.3.12 Communicate on Council's Website

The inclusive play outcomes of each targeted play space should be clearly communicated to the public on Council's website. All aspects need to be covered-off: Can we Get There, Can we Play, Can we Stay.

Once a project is completed, Council will update the relevant information on the play space webpage.

8.3.13 Monitor Inclusive Play Outcomes

The ongoing achievements in inclusive play need to be monitored once the play space is open to the public. This will establish which principles are successful, and which principles need adjustment in future play spaces.

Checklists are invaluable tools, as is keen observation, and conversations with play space visitors. This process may include an access audit; however, inclusive play is so much more than accessibility, hence the audit is only one of many useful analytical steps.

Inclusion is open to interpretation and design "fashions", and this fast-paced style of design is subject to continual evolution and change. As well as monitoring Waverley Council's successes in inclusive play, it is advisable that trends across Australia are also closely followed.

8.4 Inclusive Play Space Action Plan

The following Action Plans have been developed to provide guidance on individual play space upgrades. Each of the fourteen (14) targeted play spaces have been evaluated against an evaluation checklist, and a site-specific Action Plan for inclusive play space improvements developed. These actions are sensitive to the play space hierarchy and are provided for guidance and recommendations only.

Four (4) evaluation checklist templates were developed based on the four (4) play space hierarchies (i.e. Pocket to Regional, refer to Appendix A).

Each checklist is divided into three (3) sections based on the NSW State Government 'Everyone Can Play' Guideline 2019 and the Inclusive Play Space Principles developed for the Study (refer to Section 7.2):

1. Can we get there?

Information, Location, Immediate context, Access, Signage, Play Space Entrance, Upon arrival.

2. Can we play?

Play experience, Wayfinding, Equipment, Access, Surfacing.

3. Can we stay?

Safety, Facilities, Landscape.

It was identified that each of the fourteen (14) play spaces already provide some level of inclusive play and have some inclusive support features. However, each space could also benefit from additional work to increase the level of inclusion to a 'best practice' level. It is acknowledged that not all the listed improvements are possible in each play space due to limited resources, and the lists are provided for guidance only. Incremental improvements, as well as entire upgrades, are anticipated, as determined by Council budgetary allocations.

8.5 Individual Inclusive Play Space Action Plans

#4 BONDI PARK PLAY SPACE

Priority: Short term

Hierarchy: District upgrading to Regional

The play space has been compactly designed to include a range of inclusive play items located around a primary navigation path. Equipment has been selected for its contribution to inclusion, e.g. the multi see-saw accommodates a number of ages and abilities. There are some graduated challenges, e.g. individual spinning and climbing for younger and older children, and slides at two heights at very different ability levels. Varied swing options are provided, with the hammock swing offering an inclusive multi-age solution.

Recent upgrades to Bondi Park play space have seen additional sensory play and ground-level cognitive play challenges included in the space. Existing equipment has been repaired, and facilities have been added including seating, accessible drinking fountain, trees, shrubs and boulders.

The play space is adequately shaded and incorporates sensory play (sand, water and plants). The sandpit is generous. Beach theming adds character to the play space. Varied seating is provided, but still insufficient.

Renovations to the Bondi Pavilion to provide additional toilets, including a changing places toilet, will be accessible from the play space via a pathway between the Bondi Surf Lifesaving Club (SLSC) and the Pavilion. This toilet will not be in direct line of sight of the play space, however it is much more accessible than previous provisions.

The following actions should be considered to improve the inclusive play setting in this play space to a best practice level.



Can we get there?

1. Update website to provide inclusive play space information.
2. Plan for future provision of accessible amenities closer to the play space, by either: retaining an open area in the play space with easy access to sewer pipes for a standalone toilet; or as part of a renovation of the Bondi SLSC.
3. Provide park wayfinding and play space signage as per Council's signage guidelines.
4. Install an obvious, notable entry structure to the play space, visible from adjacent carparks and walkways, in keeping with the heritage value of the precinct.
5. Consider provision of accessible bin enclosures at the play space entrance.
6. Provide a central accessible gathering arrival space, with seating and in shade.
7. When upgraded to Regional play space, review the quantity of accessible parking spaces adjacent to the play space and consider minibus drop-off areas.

Can we play?

8. Consider provision of unitary surfacing (e.g. rubber) to facilitate a path of travel up to all items of play equipment.
9. Consider integration of cultural elements into the play space, e.g. welcoming artwork with 'welcome' in multiple languages including local indigenous language, and the acknowledgement of country statement.
10. Consider broadening inclusive play opportunities to include more play variety.
11. Highlight use zones around equipment, while simultaneously contrasting with equipment colours at ground level.
12. Play pods could be further separated and defined through rocks, planting and sitting walls.
13. When existing equipment is replaced in the future, or additional raised equipment is added, consider the provision of generous decks so that carers can support users in play on raised areas. Accessible ramps and/or transfer platforms to be added to the raised decks.
14. Further improve the luminance contrast of surfaces and handholds within equipment.
15. Supply more handles and grip points to existing equipment to encourage and support use.
16. Consider intergenerational play and equipment specifically designed for older people.
17. Consider at least one wheelchair accessible item of play.
18. When upgrading to Regional play space, consider the spatial requirements of the new play space area balanced against other user demands of Bondi Park.

Can we stay?

19. Consider more informal seating throughout the play space.
20. Consider the addition of a wheelchair accessible BBQ.

#1 BARRACLUFF PLAY SPACE

Priority: Short term

Hierarchy: Neighbourhood upgrading to District

Development of the Inclusive Play Space Study has coincided with the design stage for a new play space at Barracluff Park. This has allowed for the objectives and principles of inclusive play to be directly incorporated into the design of the new District level play space.

Barracluff Park provides one (1) of only four (4) parks or reserves that have a sports ground that supports organised sport, and therefore supports users within a District catchment. Barracluff Park has been included in the Study because of its relatively benign slopes, co-location with sports fields and transport links, and natural tree setting – all of which are complementary to inclusive design principles.



The following recommendations outline the design opportunities that have been considered as part of the new design.

- > The existing trees offer shade and a sense of naturalness, and will be retained
- > Existing services have been accommodated in the layout
- > Pre-existing path links have been maintained
- > The design layout will provide a number of inclusive play elements
- > A fully fenced play space footprint will surround the play space
- > Accessible parking will be provided nearby, with a continuous accessible path of travel linking to the play space



#39 WAVERLEY PARK PLAY SPACE

Priority: Short term

Hierarchy: Neighbourhood upgrading to District

This play space is located in a large District scale park with sport fields, sports courts, heritage structures, and picnic facilities. The fenced play space is situated at the base of a steep bank, with two 'heritage' play space elements located adjacent to the current footprint.

This play space is scheduled for a major redevelopment, with consultation to commence in the 2020/21 financial year.

The play space footprint will expand commensurate with its upgrade to District level. The rocket and slide elements may be reintegrated into the play space, as they are crucial to its identity. It will also include a central gathering space. The design will incorporate a design layout as per Figure 7.7, and will follow the Inclusive Play Space principles as set out in Section 7.



Can we get there?

1. Provide accessible carparking within 50 – 70 metres of play space, e.g. at rear of Council Chambers.
2. Provide additional external seating and picnic tables, and define the play space boundary clearly.
3. Provide looped accessible navigation path throughout the play space, linking all play types.
4. Provide signage according to Council's signage code.
5. Provide a clear, accessible entry point with a sense of welcome.
6. Provide a central gathering space.
7. Provide play pods evenly distributed around the navigational path.
8. Provide respite areas within the fenced area.

Can we play?

9. Provide play opportunities for every age group, including intergenerational play and equipment specifically designed for older people.
10. Provide play types in accordance with Section 7 i.e. a variety of play types.
11. Provide accessible multi-user equipment.
12. Improve access to dedicated areas for different ages.
13. Provide spots for quiet play inside the fence.
14. Provide sufficient wayfinding cues including luminance contrast between surfaces, highlighting use zones, and contrasting equipment to undersurfacing.
15. Provide more play opportunities for people with differing capabilities.
16. Provide generous spaces within and around equipment to assist carers supporting users.
17. Provide more ground-level play challenges ensuring they have appropriate reach and grasp ranges.
18. When providing new paths, provide edge protection at sloped edges to paths.
19. Provide support features to assist use of equipment e.g. D-handles.
20. Provide flush transitions from paths to undersurfacing.

Can we stay?

21. Consider enlarging the play space area by moving the fence outwards to provide more grassy spaces, seating areas, and nature play areas.
22. Consider more shade provision if/when the play space footprint is enlarged.
23. Improve all seating options within the fence, including the accessible path of travel up to the seats. Provide space for mobility devices adjacent to seats.
24. Provide step-up blocks at bins to improve the age range of users.
25. Provide accessible drinking fountains within the fenced space, ensuring sufficient circulation space for users with mobility devices, and provide easy-to-operate levers and buttons. Provide bottle filling point.
26. Provide more natural features: boulders, shrubs, strappy plants, timber elements.

#36 VARNA PARK PLAY SPACE

Priority: Short term

Hierarchy: Neighbourhood

This play space is set into a well vegetated, terraced part of the sloping landscape in this park. The sense of naturalness and respite is its main attraction for inclusive play. The use of natural materials (plants and boulders) and timber equipment as part of the physical play setting reflects best practice choices for inclusion. Natural shade from trees adds to its appeal.

The existing equipment offers compact and varied physical play experiences at different heights, which can be made more inclusive with attention to accessibility, e.g. connecting paths, unitary surfacing and additional handholds.

The dynamic offers of swinging, rocking and sliding are excellent vestibular activities (stimulating the body's sense of movement, important for those with sensory processing disorders), which are supported by climbing experiences. Nature play, sensory play and imaginative play are provided, as is free play and social play.

This play space can be made more inclusive by focusing on accessibility and the perimeter containment of the play space.



Can we get there?

1. Upgrade website to indicate inclusive play offer, once play space is upgraded.
2. Improve visibility of the play space within the park, as well as from adjacent streets. Signage and a tall entry structure could help to achieve this.
3. Provide a network of footpaths linking park facilities and entrances, including kerbside parking to the play space, and beyond.
4. Investigate accessible on-street parking and kerb ramps, potentially in Wills Avenue.
5. Provide kerb ramps adjacent to kerbside parking.
6. Link the existing gazebo and picnic tables to an accessible path.
7. Consider linking an accessible path into and through the play space.
8. Provide play space signage in accordance with Council's signage code.
9. Provide a sense of welcome at the play space entry, e.g. artwork or planting.
10. Consider providing a central gathering space linked to the accessible path of travel.
11. Link the existing play pods to a looped, accessible path of travel within the play space.
12. Provide accessible respite areas off the looped path.

Can we play?

13. Provide unitary surfacing (e.g. rubber) up to the entry and exit points of equipment.
14. Consider provision of intergenerational play and equipment specifically designed for older people, e.g. bigger swing set.
15. Consider specific play and activity opportunities for people of various capabilities.
16. Consider the addition of a multi-user 'raft' see-saw to compliment the two rockers to provide a graduated challenge.
17. Improve all instances of luminance contrast in the play space – to highlight use of equipment, and also highlight change of materials from the looped path to the undersurfacing.
18. Consider choices of equipment to allow a carer to assist a playing person.
19. Consider additional accessible ground level challenges with appropriate reach ranges.

Can we stay?

20. Provide a 1200mm high fence around the play space with self-closing gates with latches.
21. Provide bins near or within the play space.
22. Provide an accessible drinking fountain with bottle filling point, extra drainage, usable levers/buttons, and appropriate space for wheelchairs.
23. Consider provision of dog drinking bowl a minimum of 10m away from play space.

#21 RODNEY RESERVE PLAY SPACE

Priority: Medium term

Hierarchy: District

Rodney Reserve provides a contiguous series of linear open spaces along the elevated coastal clifftop edge made up of Weonga, Rodney and Raleigh Reserves. The adopted Play Space Strategy 2014-2029 recommends a new play space to be included at Rodney Reserve to replace the decommissioned play space that was located in Raleigh Reserve.

Council is committed to ensuring a high level of inclusion at our new and redeveloped play spaces. The following recommendations are provided for consideration when the new play space is being planned and designed.

The play space footprint should be located near accessible carparking spaces, and consider the opportunity for intergenerational play opportunities. Provision should be made for wind and sun protection. The play space should provide a strong sense of containment. The design will incorporate a design layout as per Figure 7.6, and will follow the Inclusive Play Space Principles as set out in Section 7.



#19 KIMBERLEY RESERVE

Priority: Medium term

Hierarchy: Neighbourhood

This quiet, shady space is well located in a vegetated, level part of the park, next to a community hall with amenities. A play group use the hall occasionally.

Inclusive play is well supported by diverse side-by-side physical play items (e.g. double and single rockers).

Ground level and above ground challenges are provided. The natural setting of shrubs and rocks supports nature play outcomes

If an accessible path of travel is provided, it is worth also providing accessible surfacing and fencing to the play space.

The following actions should be considered to improve the inclusive play setting in this play space to a best practice level.



Can we get there?

1. Upgrade website to indicate inclusive play, once play space is upgraded.
2. Provide play space signage in accordance with Council's signage guidelines.
3. Provide a continuous path of accessible travel from public transport, adjacent footpaths and community hall to the play space. The path should connect all facilities, including seats, picnic tables in shelters, and signage. Note that if a switch-back accessible path is not possible, then a wider continuous path is acceptable. Edge protection must be considered in steep areas.
4. Provide a sense of welcome at play space entrance.
5. Gathering space: link play space to the nearby picnic table and provide a second picnic table.
6. Provide path up to and around play space pods of play.
7. Provide accessible links to existing respite areas.

Can we play?

8. Provide unitary surfacing (e.g. rubber) up to and around play equipment, highlighting areas of use (e.g. bottom of slide).
9. Provide at least one type of sensory play (e.g. musical instrument).
10. Provide an accessible link to nearby nature play area.
11. Consider an additional multi-user item for more than 2 users (e.g. climbing).
12. Consider an additional graduated play challenge (e.g. balancing in shrub area or a third rocking element for a larger group).
13. Highlight use zones through luminance contrast.
14. Consider retrofitting/ adding items for people of different sizes and capabilities (e.g. swing seats).

Can we stay?

15. Provide stroller/ mobility device parking.
16. Provide a fence and gates with latches, including at least one picnic table within the fence.
17. Consider additional drainage to bubbler.
18. Provide bins.
19. Provide accessible drinking fountain with bottle-filling accessory and drainage pit.

#9 CLEMENTSON PARK

Priority: Medium term

Hierarchy: Neighbourhood

This fenced play space capitalises on a highly urbanised location and is a valuable resource for children and people with disabilities. The co-location with the community garden further establishes its appeal.

Inclusive play is provided through accessible surfacing, linking diverse play experiences. Physical, imaginative, social and sensory play are provided, albeit in a crowded arrangement.

Short term inclusive measures could entail adjustments to the perimeter fence to encompass existing trees, and introduction of natural areas into the play space.

Long term inclusive play improvements would focus on a new spatial arrangement of distinct play pods, with space for free play, intergenerational and cognitive play challenges. Links and connectivity could in general be improved.

The following actions should be considered to improve the inclusive play setting in this play space to a best practice level.



Can we get there?

1. Upgrade website to indicate inclusive play, once play space is upgraded.
2. Consider more directly joining the play space gates to internal park elements such as seats and the community garden, via an accessible path.
3. Provide accessible on-street parking with kerb ramp access along Ebley Street.
4. Provide accessible picnic tables near the play space.
5. Provide a dedicated accessible path of travel through and around the play space. This may require the fence to be moved outwards into the park.
6. Provide play space signage to meet Council's signage code.
7. Provide clear entry to the play space – consider emphasising the main entrance gate, and increase the sense of welcome.
8. Improve central gathering and arrival space to be bigger and accessible.
9. Provide separate play pods around the play space separated by boulders, planting, or low walls.
10. Consider moving the north eastern corner fence line to incorporate the large tree. This space is ideal as a respite area, with shaded seating.

Can we play?

11. Consider additional play equipment for young people, adults and older people, including intergenerational play equipment. This may mean moving the fence line.
12. Provide nature play, and exploratory play options.
13. Replace raft rocker with a new inclusive group rocker with back and ankle supports.
14. Provide quiet play spots.
15. Provide more unitary surfacing to promote access to play opportunities at the combination unit and swings. Highlight use using luminance contrast.
16. Consider a co-ordinated colour scheme when replacing equipment.
17. Consider more equipment scaled for people of differing capabilities.
18. Consider larger decks within the combination unit to allow a carer to assist a playing person.
19. Consider more handles, handrails, hand grips etc. to assist use - must be luminance contrasted to equipment.
20. Consider spaces where mobility devices and prams can be parked. This requires moving equipment and enlarging the play space.
21. Rectify current access through fall zones/ impact areas especially at entry points.
22. When upgrading the play space consider moving the fence outwards to improve the crowded layout of equipment, and incorporate a small area of open green space within the fence line.

Can we stay?

23. Provide picnic tables and seats with backrests and armrests within the play space. No seats to be installed next to fences.
24. Provide accessible bins at entry point (rather than in middle of play space).
25. Consider providing spaced access around drinking fountain.
26. Consider dog bowl placed 10m away from play space.
27. Consider low shrubs, strappy plants and boulders to define spaces and improve atmosphere.
28. Consider moving fence to include a mown grass area for picnicking and respite.

#34 TAMARAMA PARK PLAY SPACE

Priority: Medium term

Hierarchy: Neighbourhood

The play space is contained by a high retaining wall, and feels secure. It is well supported with park amenities, e.g. picnic tables, bins, etc., and is well integrated into the park through planting.

Challenging physical play is provided, especially for able-bodied users. Free play, social play and quiet play are adequately provided, with some elements of nature play. Inclusion could be further supported by more connective paths, definition of a play space boundary, and further points itemised below.

The following actions should be considered to improve the inclusive play setting in this play space to a best practice level.

Can we get there?

1. Upgrade website to indicate inclusive play, once play space is upgraded.
2. Provide a continuous path of accessible travel to the play space from adjacent footpaths, accessible carparking spaces and amenities block. The path should connect all facilities, including picnic tables in shelters, and signage.
3. Investigate options to provide a continuous path of accessible travel from public transport.
4. Provide a sense of welcome at play space entrance.
5. Gathering space: link play space to the nearest picnic shelter.
6. Provide path up to and around play space pods of play.
7. Provide accessible links to existing respite areas.

Can we play?

8. Consider play opportunities for babies and toddlers (e.g. sand pit).
9. Improve the accessibility of the play opportunities (e.g. staircase up to slide, not ladder).
10. Consider imaginative, cognitive, and exploratory play options.
11. Provide an accessible link to nearby nature play area.
12. Consider an additional multi-user item for more than 2 users (e.g. climbing).
13. Consider an additional graduated play challenge (e.g. balancing in shrub area).
14. Highlight use zones through luminance contrast when next replacing rubber surfacing.
15. Consider retrofitting/ adding items for people of different sizes and capabilities (e.g. swing seats, staircase on slide, and back/ ankle supports on rocker).
16. Provide at least one accessible ground level challenge.
17. Provide hand supports on existing equipment (slide and climbing).

Can we stay?

18. Provide stroller/ mobility device parking.
19. Provide a fence and gates with latches, including at least one picnic area within fence.
20. Provide minimum 1 seat with backrest and armrest.
21. Consider additional drainage of bubbler.



#6 BRONTE PARK PLAY SPACE

Priority: Long term

Hierarchy: District

This generous play space sits comfortably on the side of the grassy valley, capitalising on the slopes for some play outcomes. It is well supported with adjacent recreational features such as dog off-leash areas, and beachside picnic areas.

A notable part of the play provision is the separation of younger and older childrens' play areas. Inclusive play is

provided in that there is a great variety of play types, with almost every type of play represented.

Short term inclusive improvements could include installation of a perimeter fence, and additional attention to accessible connectivity (e.g. to the amenities block). Long term inclusive improvements could focus on addressing the principles of inclusion within each play type, and provision of a central gathering space in the play space.

The following actions should be considered to improve the inclusive play setting in this play space to a best practice level.

Can we get there?

1. Update website to provide specific play space information.
2. Provide direct link between park path and play space entrance. The current internal accessible path needs to be extended to loop around the large timber combination structure. This can double as a bike track. It is acknowledged that embankment slide and spinning climber cannot be easily accessed by a 1:14 path system due to steep topography.
3. Retro-fit toilets with baby and adult change tables. Consider more direct path link to amenities building.
4. Connect picnic tables and BBQs to central path system with an accessible path.
5. Provide a continuous, accessible path of travel from the bus-stop to the park path system.
6. Provide park wayfinding and play space signage as per Council's signage guidelines.
7. Provide a landmark entry to the play space.
8. Provide a generous accessible family gathering space with picnic tables and shade.

Can we play?

9. Consider intergenerational play and equipment specifically designed for older people.
10. Attend-to current gap in play experience for moderate to severe physical disability by providing a wheelchair accessible item (e.g. flush trampoline).
11. Retrofit a 1200mm-high slide to the timber combination unit (in place of leaf climber), with unitary accessible surfacing. Consider an inclusive drag ramp (pictured below) if space allows.



12. Provide an accessible link between looped path and point of entry to the play experience/item.
13. Consider the addition of a new accessible piece of equipment which specifically provides for a number of users at the same time, in a side-by-side configuration.
14. Provide extra accessible ground-level sensory play items, with appropriate reach ranges.
15. Provide extra cognitive play challenges, especially on large decks, with due consideration of reach ranges.
16. Retrofit at least one inclusive 'boat' seat on to swing frame.
17. Ensure a kick-around, grassy area is provided within the fenced enclosure.
18. Highlight use through luminance contrast between the playing surface and equipment.
19. Provide best practice ramps or surfacing to existing equipment, especially where transfer stations already exist.
20. Provide luminance-contrasted handrails, grip handles, and handholds to support use. Stair risers and treads to be luminance contrasted with regard to each other.

Can we stay?

21. Provide generous stroller and mobility device parking adjacent to seating.
22. Provide a 1200mm-high (minimum) 'pool' fence surrounding the entire play space, leaving enough space for grassy kick-around areas. Install pedestrian and maintenance gates; pedestrian gates to be self-closing with soft-close hinges, with child-proof and wheelchair accessible latches.
23. Retro-fit armrests to all seats with backrests.
24. Consider child-friendly bins, with suitable heights of pictogram instructions.
25. Consider providing a wheelchair accessible BBQ within the play space.
26. Consider adding boulders to planted areas to extend nature play experiences.

#13 DUDLEY PAGE RESERVE

Priority: Long term

Hierarchy: Neighbourhood

Dudley Page Reserve is owned by Sydney Water – the play space and park are managed and maintained through an agreement with Waverley Council. Special permission and approval is required from Sydney Water before any new park or play space developments can be undertaken.

Sydney Water places strict controls on what can be built on top of or on the embankments to the underground reservoir. This needs to be carefully considered as it places restrictions on the size and shape of the play space and what play experiences and support facilities can realistically be built. For example, shade structures and trees are prohibited and the location and size of the play space is restricted.

Despite the restrictions on development at Dudley Page Reserve, Council has included the play space in the Study due to its proximity to local shops and public transport, flat topography with good access, existing facilities such as the children's bike loop with adult fitness area, and high visitation rate due to the Reserve's spectacular district views across to the city and harbour. The Reserve's views are a drawcard for local residents and tourists, and therefore Council aims to improve facilities that provide equity of experience for all users.

This small play space provides social, physical and free play challenges. Short term improvements could comprise adjustments of the entry path to be accessible, addition of a fence and planting.

Long term improvements could include sensory play items, as well as accessible and inclusive physical play options.

Can we get there?

1. Install an accessible (1:20) path connection from the Military Road park entrance to the play space.
2. Install accessible picnic tables linked to accessible path.
3. Install continuous accessible path of travel linking northern edge of play space all the way to accessible seating.
4. Provide signage for play space as per Council's signage guidelines.
5. Improve sense of welcome and visibility of play space from Military Road.
6. Provide a bigger gathering space.

Can we play?

7. Consider dividing the play space into distinct play pods – consider planting, rocks and sitting walls to do so.
8. Define respite (quiet) areas clearly.
9. Consider better accessible and inclusive play options for all age groups at time of redevelopment.
10. Consider an additional inclusive toddler play item (active, imaginative or cognitive).
11. Consider adding a small sensory play item or provide more planted areas with boulders.
12. When replacing rubber in the future, apply luminance contrast consciously in the surfacing design, both to highlight use and to highlight access to an item.
13. Investigate the possibility of intergenerational play offers, e.g. distance markers on accessible path of travel.

Can we stay?

14. Fence the play space, with gates and latches.
15. Retrofit armrests to seats.
16. Provide nearby drinking fountain with bottle filling tap on a generous accessible surface.
17. Provide more planting.
18. Consider accessible pedestrian path linking the play space to viewing points, bike track and exercise equipment in consultation with Sydney Water.



#25 O'DONNELL STREET PLAY SPACE

Priority: Long term

Hierarchy: Neighbourhood

The play space capitalises on a central position in a street closure, resulting in useful public space in a prime location. The design sensitively combines community gathering spaces with planting, shade and play provision.

The variety of play types is excellent with physical, imaginary, social, cognitive, free space, solo, side-by-side and nature play all represented. Internal accessible connectivity is good. However, inclusive play provision caters only for mild to moderate disabilities.

Short term improvements would include small scale accessibility measures (e.g. kerb ramps) and perimeter fencing.

The following actions should be considered to improve the inclusive play setting in this play space to a best practice level.



Can we get there?

1. Provide one accessible on-street parking space with kerb ramps in adjacent street parking.
2. Construct new visible entrance.
3. Install trees, boulders and artwork to create a sense of welcome at entries.
4. Provide signage at entrance as per Council's signage guidelines.

Can we play?

5. Install stairs and handrails up to Moduplay® combination unit.
6. Consider providing cognitive play challenges, e.g. hopscotch.
7. Consider luminance highlight around base of play items when upgrading rubber in the future.
8. Consider providing ground level challenges which are within the range of a wheelchair user.
9. Consider luminance highlight to edge of continuous path of travel.

Can we stay?

10. Install perimeter fence 1200mm high with pedestrian gate entries (and maintenance gates) around main play space while keeping through site pedestrian and cycle links open.
11. Provide accessible surface around bubbler.
12. Retrofit armrests to existing seats.
13. Consider retrofitting a drink bottle filling point.
14. Consider retrofitting drainage pit at drinking fountain.

#35 THOMAS HOGAN RESERVE

Priority: Long term

Hierarchy: Neighbourhood

This play space is located on a tiered slope in a natural setting, flush with trees, set back from Francis Street. The play offer encompasses mainly physical and social play types, as well as nature and sensory play. The basket swing is a 'hero' inclusive piece.

Short term measures could include improving the accessibility of the slides, and providing some ground-level play challenges.

The following actions should be considered to improve the inclusive play setting in this play space to a best practice level.



Can we get there?

1. Upgrade website to indicate inclusive play, once play space is upgraded.
2. Provide a noticeable entrance to play space.
3. Consider adding to navigation path to link all play pods to the path.
4. Provide a larger central gathering space (with more accessible seating).

Can we play?

5. Either provide a generous staircase with handrails up the steep slope to the slides or provide an accessible smaller slide nearby.
6. Consider an additional accessible play item in the grassed area which offers social play for various ages and abilities.
7. Consider a ground level accessible cognitive or sensory play activity.

Can we stay?

8. Provide a fence and gates with child-proof latches.
9. Improve slide safety (runouts and lateral slide sides) when rubber requires replacement.
10. Provide an accessible retreat seating area.
11. Provide a bin near or within the fenced area.
12. Retrofit bubbler to be more usable.
13. Provide an extra drainage pit for bubbler.

#21 MARKS PARK

Priority: Long term

Hierarchy: Neighbourhood

Marks Park play space was recently redeveloped, along with a series of access improvements to the park, in October 2019.

It acknowledged that the design and community consultation for the Marks Park play space was completed before the commencement of the Inclusive Play Space Study, and therefore some inclusive design principles have not been considered in the design. However, due to significant improvements to accessibility in the park and recently completed play space, as well as existing flat topography and support facilities such as toilets, Council has decided to include this play space in the Study.

Achievements in the current design include graduated sliding play experiences, accessible ground level challenges and accessible rubber surfacing. Recent accessibility improvements include dedicated on-street car parking on Marks Lane and Kenneth St, as well as installation of a continuous accessible path of travel linking the playground to amenities building and coastal viewing points.

Some of the following recommendations are provided to further enhance inclusive play experiences at Marks Park. Some recommendations can be undertaken as small adjustments to the current play space, or as elements need to be replaced (e.g. rubber softfall). However, it is acknowledged that some recommendations will necessitate a redevelopment of the space and will be undertaken in the long term.



Can we get there?

1. Provide an accessible concrete path of travel (navigation path) around the play space linking play activities and seating.
2. Improve the sense of arrival and welcome by highlighting the main entrance at Marks Lane.
3. Consider enlarging arrival space (6m² minimum).
4. Improve kerb ramp protection at ramped arrival space.
5. Consider provision of a handrail at north west entry to support use. Additional boulders at the top of the slope would assist in identifying level change.

Can we play?

6. Consider providing additional play equipment for young people, adults and older people, including intergenerational play equipment.
7. Consider play space amendments which cater for people of various capabilities and disabilities, e.g. music play.
8. Consider imaginative and creative play opportunities.
9. Consider small amendments to the balance items to provide a graduated challenge.
10. Adjust cognitive puzzles to be accessible (raise height).
11. Consider addition of sensory play panel at ground level.
12. Consider deletion of grass 'tongue', provision of new navigation path and extended garden planting to provide more accessible and natural play.
13. Consider additional inclusive boat swing in place of one strap swing.
14. When a navigation path is provided, consider providing additional parking space for strollers and mobility devices.

Can we stay?

15. Provide 1200mm high fence with self-closing gates around the play space.
16. A risk benefit assessment should be provided for minor non-conformance to AS4685.0.
17. Provide natural shade trees in deep soil areas along northern boundary of play space.
18. Consider step up to bins.
19. Provide bubbler with adequate circulation space, with appropriate levers and buttons that are easy to operate. Include drink bottle filling point.

#28 QUEENS PARK PLAY SPACE

Priority: TBC

Hierarchy: District

Queens Park is managed and funded by the Centennial Park and Moore Park Trust (CPMPT). CPMPT provides many facilities to the benefit of all visitors to the parklands, including local residents from surrounding local Councils. The play space has been included in this Study as it provides a District level play space within Waverley Council's LGA catchment.

Queens Park play space is a much loved space with many existing inclusive features including toilets, café, and relatively flat topography.

There is an opportunity for Council to collaborate with CPMPT to improve inclusive play experiences at the play space when CPMPT schedules the play space for upgrading. The following recommendations are provided as a starting point to guide any future works.

The following actions should be considered to improve the inclusive play setting in this play space to a best practice level.



Can we get there?

1. Update website to provide specific play space information.
2. Provide play space path to link to other amenities, such as toilets, BBQs and exercise area.
3. Provide accessible carparking, kerb ramp and accessible path connection to play space.
4. Provide accessible path to picnic tables and seats.
5. Provide accessible path to BBQs (at least one).
6. Widen path widths to AS 1428.1.
7. Consider adapting signage to be wheelchair accessible, and more legible to vision impaired users.
8. Provide obvious welcoming sense of entry visible from carparking, and luminance contrasted to surrounds.
9. Provide accessible looped path around play space connecting all play experiences, including pause points.
10. Consider provision of a central gathering space with seating and shade.

Can we play?

11. Define play pods more clearly with rocks and planting.
12. Define respite areas off to the side of play pods.
13. Provide accessible play experiences for young people, adults and older people, including intergenerational play equipment.
14. Provide more play opportunities for people of all ages and capabilities.
15. Provide opportunities for people to observe others at play ('observational play').
16. Provide a staircase and handrails to the large combination unit.
17. Consider more graduated challenges, e.g. balance.
18. Provide/ keep separate areas for unprogrammed play events.
19. Provide luminance contrast between looped path and unitary surfaces.
20. Highlight use zones at equipment when next replacing rubber surface, and ensure luminance contrast equipment components at ground level.
21. Provide rocks, plants and sitting walls to differentiate play pods.
22. Consider large decks on elevated play equipment to accommodate carers helping others.
23. Consider ramped access or transfer stations connecting to large elevated play equipment unit.
24. Provide accessible ground level challenges, with appropriate reach ranges.
25. Provide hand grips, D handles, guardrails etc. to toddler and large combination unit, ensuring appropriate luminance contrast.
26. Provide flush transitions between looped path and unitary surfacing.
27. Top-up sand in sandpit.

Can we stay?

28. Provide more informal seating, e.g. low walls and boulders.
29. Provide more individual and group seating options.
30. All seats to be linked to paths, with ample leg room, and adjacent area for mobility device parking.
31. Provide accessible bin enclosures within the play space with rubbish-sorting pictograms.
32. Provide more low planting and natural materials (boulders).
33. Provide more trees, shrubs and strappy plants in garden beds.
34. Consider more boulders in planted areas to protect planting and provide nature play.
35. Top up play space sand to required levels.



Appendices

Play Space Evaluation Checklists

Regional Play Space Evaluation Checklist

Can we get there?

1	Getting there:	Yes/No	Accessible Yes/No	Action
	Information about the play space is available before we leave home (e.g. website)			
2	Location:	Yes/No	Accessible Yes/No	Action
	Located in a Regional park setting			
	Adjacent to open space with high landscape amenity and naturalness			
	Adjacent to other recreational facilities (e.g. bike tracks, sports courts, skatepark)			
	The park is well-known, easy to locate, well-signposted, highly visible			
	There is a public transport link close (<100m) to the play space (e.g. bus stop, train station, light rail)			
	Located in a quiet, protected area (protected from wind and noise)			
	The play space is connected to a path that leads to other amenities			
	The play space is connected to a cycle track			
	Siting in the overall landscape is reasonably flat, no steeper than 1:14, enabling a continuous path of accessible travel up to and around the play space from public transport and carpark			
3	Immediate context:	Yes/No	Accessible Yes/No	Action
	<i>Carpark:</i>			
	Located within 50 to 70m of a large dedicated carpark			
	The carpark includes accessible parking (min. 2 spaces, preferably more)			
	The carpark has mini-bus parking			
	The carpark has a drop-off point large enough for a standard bus			
	<i>Amenities Block:</i>			
	Located within 50m of the play space, preferably within its fence line or adjacent to it			
	Includes accessible toilet cubicles			
	Includes ambulant toilet cubicles			
	Includes "family" cubicle (i.e. large and small pan in one cubicle, with baby and adult change facilities)			
	Possibly includes a "changing places" cubicle			
	Includes standard toilet cubicles			
	<i>Picnic Facilities:</i>			
	Sited near generous picnic tables			
	Sited near barbecues			
	<i>Park Features:</i>			
	Sited near open grassy spaces			

4	Access:	Yes/No	Accessible Yes/No	Action
	There is an accessible path of travel linking to the main gate of the play space from:			
	– the accessible carparking			
	– public transport (e.g. bus stop)			
	The path is a minimum width of 1525mm			
5	Signage:	Yes/No	Accessible Yes/No	Action
	Park signage is in accordance with Council's signage code			
	The sign is a suitable height (as per AS1428 4.2 Wayfinding) for children and adults			
	The sign contains:			
	– tactile map of the play space showing path layout and landmarks			
	– braille			
	– pictograms			
	– large, legible text			
	– park name and play space name			
	– a map indicating location of toilets, carpark and public transport links			
6	Play Space entrance:	Yes/No	Accessible Yes/No	Action
	Consider a fenced double-gated 'airlock'-style entry with seat			
	Obvious and visible from carpark and park entry points			
	Expressed sense of welcome			
	Colour and luminance contrasted to surrounding landscape or play space features			
	Bin enclosure provided			
	Security cameras (optional)			
	Bike racks provided			
	Includes signage (see above)			
	Additional seating provided at entrance			
7	Upon arrival:	Yes/No	Accessible Yes/No	Action
	<i>Layout:</i>			
	There are clear entry points to the play space (primary and secondary)			
	There are pause points (landings) at path junctions (1:40 grade)			
	There is a clear path network (easy to distinguish between the main navigation path circumnavigating the play space, and secondary paths coming off it)			
	A central gathering/arrival space is provided			
	Play pods and secondary gathering spaces are distributed around the navigation path			
	Respite areas are integrated off the navigation path			
	There are clear lines of sight across the play space for carers			

Can we play?

8	Play experience:	Yes/No	Accessible Yes/No	Action
	The play space provides opportunities for a variety of age groups			
	– Babies and toddlers (0-5 years old)			
	– Children (primary school) (6-12 years old)			
	– Young people (13-20 years old)			
	– Adults (25 +)			
	– Older people (65 +)			
	The play experience is welcoming and inclusive for people of various cultures (e.g. through language)			
	The play experience is welcoming and inclusive for people of various capabilities which includes a range of various disabilities			
	Varied play types and experiences are provided:			
	– Imaginative + creative play			
	– Social play			
	– Active play			
	– Cognitive play challenges (problem solving)			
	– Sensory play provision			
	– Exploratory + natural play			
	– Intergenerational play (min. one choice)			
	– Quiet play/observation/enjoyment of others playing			
	– Side-by-side play offers (within one play experience)			
	– Free play			
	There are a variety of multi-user equipment items (e.g. large raft rocker)			
	There are dedicated distinct, separate play experiences for differing ability levels/ ages/needs (e.g. baby/toddler area)			
	Graduated challenge is provided within one type of play experience (usually physical) e.g. a balancing challenge that progressively gets harder, in a sequence of items			
	There are quiet spots for unprogrammed play events			
9	Wayfinding:	Yes/No	Accessible Yes/No	Action
	There is sufficient luminance contrast between adjacent ground surfaces (e.g. the primary navigational path and the soft fall surfaces)			
	The use zones around play items are highlighted through luminance contrast at ground level			
	The play equipment stands out from the colour of the soft fall play surface (through luminance contrast)			
	Tall items provide navigational tools for orientation within the play space			
	Plants, rocks, sitting walls are used to differentiate play pods and direct users around the play space			

10	Equipment:	Yes/No	Accessible Yes/No	Action
	Equipment has a co-ordinated colour scheme			
	All equipment/play elements are offered with equal emphasis (no one item dominates by height, excitement or size)			
	Equipment is scaled for people of differing sizes (e.g. swing seats of varying configurations)			
	Equipment is scaled for people of differing capabilities			
	Some equipment is selected to allow a carer to assist a playing person (e.g. spacious decks on the top of slides)			
	Ramped access is considered for elevated play experiences, with appropriate manoeuvring space (1525mm turning circle)			
	Transfer systems are used where ramps cannot be used - comprising transfer platforms, transfer steps and transfer supports			
	Ground level play challenges are provided			
	Play equipment has appropriate reach ranges			
11	Access (between and in play spaces):	Yes/No	Accessible Yes/No	Action
	Ground level routes/paths connect most play experiences			
	Ground level accessible routes/paths are minimum 1525mm clear width, and must be consistent in width			
	Ground level routes/paths preferably above 1:20 in gradient, and if steeper, maximum 1:12, with kerbs and handrails in accordance with AS1428			
	There are no items protruding into the space above the accessible route (up to 2000mm in height as per AS1428)			
	Edge protection (e.g. kerbs) is provided where paths are adjacent to a drop off (e.g. a berm)			
	Elevated routes within play equipment as per AS1428 requirements for gradient and landings, and AS4685 for handrails. Extensions of handrails in the play area are not required to prevent children running into them			
	A continuous accessible path of travel is provided from the orientation path up to the access point of items of equipment			
	The path of travel through the equipment is highlighted by luminance contrast between adjacent surfaces and features highlighting use			
	The path of travel through the equipment is assisted by handholds, D-handles, gripping points, handrails, guard rails, rope handles, etc.			
12	Surfacing:	Yes/No	Accessible Yes/No	Action
	Generous surfaces are provided around play equipment to park strollers and mobility devices (areas outside impact zones preferable)			
	There is a flush transition between the navigation path and the accessible surface leading up to the equipment			
	The flush transition is luminance contrasted			
	The accessible playing surface in and around play equipment meets the requirements of AS1428 for accessibility			

Can we stay?

13	Safety:	Yes/No	Accessible Yes/No	Action
	The play space can be clearly seen from the adjacent street and/or neighbouring properties			
	There are clear sightlines to all parts of the play space from the central seating area			
	The play space is fenced (min 1200mm high) with self-closing access gates			
	There are hazards such as bodies of water or adjacent roads			
	Supportive facilities (toilets etc) are adequately lit			
	Supportive facilities are clearly visible from the play space, as well as from adjacent streets and properties			
	Security cameras are considered			
	The play equipment complies with AS4685 (visual inspection)			
	The play space surfacing complies with AS4685 and AS4422 (visual inspection)			
	Shade is provided in accordance with the Cancer Council recommendations, and AS4685.0			
14	Facilities:	Yes/No	Accessible Yes/No	Action
	<i>Seating:</i>			
	Seating choices are varied:			
	– Seats with armrests and backrest (AS1428 compliant)			
	– Picnic tables (AS1428 compliant)			
	– Platform seats			
	– Informal seating (e.g. low walls)			
	Seating arrangements are varied:			
	– Individual seating options (for two people)			
	– Group seating options			
	Seats are sited for comfort of the user:			
	– No seats with backs directly against paths			
	– Seats are linked to paths with accessible surfaces			
	– Seats have ample legroom (not placed in impact areas)			
	There is accessible space adjacent to seats for mobility devices, prams and personal belongings			
	There are seating opportunities in a quiet location for retreat			
	<i>Bins:</i>			
	Bin enclosures are provided within the play space or at the entry			
	Bins are accessible, particularly to young children			
	Rubbish sorting pictograms comply with wayfinding graphics			
	<i>Drinking Fountains:</i>			
	Drinking water is available inside the boundary of the play space			
	Drinking fountains are accessible:			
	– There is sufficient space around the drinking fountain (minimum 1525mm diameter for turning)			
	– The drinking fountain is wheelchair accessible			
	– The levers and buttons are easy to operate (not requiring muscular force)			
	– There is a drink bottle filling point			

	Dog drinking bowls (if desired) are located min 10m away from the play space			
	Extra drainage is provided at drinking fountains (grated surface pit)			
	<i>BBQs:</i>			
	At least one BBQ should be accessible			
	– BBQ must be joined to main path by a continuous path of accessible travel			
	– Wheelchair accessible to AS1428			
	BBQs are located nearby (within 10m) or within the play space			
	<i>Shade Structures:</i>			
	If required, shall meet AS4685.0 and Cancer Council recommendations			
	Posts are located outside circulation areas			
	<i>Bike Racks:</i>			
	To be provided at entries to the play space			
15	Landscape:	Yes/No	Accessible Yes/No	Action
	Trees are generously provided throughout the play space (to provide shade and shelter)			
	Deciduous and evergreen trees are considered where appropriate			
	Low shrubs and strappy plants define play areas			
	Boulders are considered as play items, and to create a sense of naturalness			
	Natural materials are considered where possible			
	Edging choices are flush with adjacent materials, and do not create trip hazards, or hazards if fallen onto (e.g. steel edges)			
	Picnic areas and respite areas are large enough to consider real grass as a surfacing option			

District Play Space Evaluation Checklist

Can we get there?

1	Getting there:	Yes/No	Accessible Yes/No	Action
1.1	Information about the play space is available before we leave home (e.g. website)			
2	Location:	Yes/No	Accessible Yes/No	Action
2.1	Located in a District park setting			
2.2	Adjacent to open space with high landscape amenity and naturalness			
2.3	Adjacent to other recreational facilities (e.g. bike tracks, sports fields)			
2.4	The park is well-known, easy to locate, well-signposted, highly visible			
2.5	There is a public transport link close (<100m) to the play space (e.g. bus stop, train station, light rail)			
2.6	Located in a quiet, protected area (protected from wind and noise)			
2.7	The play space is connected to a path that leads to other amenities			
2.8	Siting in the overall landscape is reasonably flat, no steeper than 1:14, enabling a continuous path of accessible travel up to and around all parts of the play space.			
3	Immediate context:	Yes/No	Accessible Yes/No	Action
	<i>Carpark:</i>			
3.1	Located within 50 to 70m of a large dedicated carpark or allocated street parking			
3.2	The carpark includes accessible parking (min. 2 spaces) and a pram ramp			
	<i>Amenities Block:</i>			
3.3	Located within 50m of the play space, preferably within its fence line or adjacent to it			
3.4	Includes accessible toilet cubicles			
3.5	Includes standard toilet cubicles			
3.6	Includes other features (e.g. Baby change table)			
	<i>Picnic Facilities:</i>			
3.7	Sited near at least 2 picnic tables, preferably more			
3.8	Sited near barbecues			
	<i>Park Features:</i>			
3.9	Sited near open grassy spaces			
4	Access:	Yes/No	Accessible Yes/No	Action
	There is an accessible path of travel linking to the main gate of the play space from:			
4.1	– the accessible carparking			
4.2	– public transport (e.g. bus stop)			
4.3	The path is a minimum width of 1525mm			
5	Signage:	Yes/No	Accessible Yes/No	Action
5.1	Park signage is in accordance with Council's signage code			
5.2	The sign is a suitable height (as per AS1428 4.2 Wayfinding) for children and adults			
5.3	The sign contains:			
5.4	– large, legible text			
5.5	– park name			
5.6	– a map indicating location of toilets, carpark and public transport links			

6	Play Space entrance:	Yes/No	Accessible Yes/No	Action
6.1	Obvious and visible from carpark and park entry points			
6.2	Framed sense of welcome using trees, boulders, artwork			
6.3	Colour and luminance contrasted to surrounding landscape or play space features			
6.4	Bins provided			
6.5	Includes play space signage (see above)			
7	Upon arrival:	Yes/No	Accessible Yes/No	Action
	<i>Layout:</i>			
7.1	There is one main path around the play space (looped path)			
7.2	There are pause (landings) at path junctions (1:40 grade)			
7.3	There is a clear path network (easy to distinguish between the main navigation path circumnavigating the play space, and secondary paths coming off it)			
7.4	A central gathering/arrival space is provided			
7.5	Play pods and secondary gathering spaces are distributed around the navigation path			
7.6	Respite areas are integrated off the navigation path			
7.7	There are clear lines of sight across the play space for carers			

Can we play?

8	Play experience:	Yes/No	Accessible Yes/No	Action
	The play space provides opportunities for a variety of age groups			
8.1	– Babies and toddlers (0-5 years old)			
8.2	– Children (primary school) (6-12 years old)			
8.3	– Young people (13-20 years old)			
8.4	– Adults (25 +)			
8.5	– Older people (65 +)			
8.6	The play experience is welcoming and inclusive for people of various cultures (e.g. through language)			
8.7	The play experience is welcoming and inclusive for people of various capabilities which includes a range of various disabilities			
	Varied play types and experiences are provided			
8.8	– Imaginative + creative play			
8.9	– Social play			
8.10	– Active play			
8.11	– Cognitive play challenges (problem solving)			
8.12	– Sensory play provision			
8.13	– Exploratory + natural play			
8.14	– Intergenerational play (min. one choice)			
8.15	– Quiet play/observation/enjoyment of others playing			
8.16	– Side-by-side play offers (within one play experience)			
8.17	– Free play			
8.18	There are a variety of multi-user equipment items (e.g. large raft rocker)			
8.19	There are dedicated separate play experiences for differing ability levels/ages/needs (e.g. baby/toddler area)			
8.20	Graduated challenge is provided within one type of play experience (usually physical) e.g. a balancing challenge that progressively gets harder, in a sequence of items			
8.21	There are quiet spots for unprogrammed play events			
9	Wayfinding:	Yes/No	Accessible Yes/No	Action
9.1	There is sufficient luminance contrast between adjacent ground surfaces (e.g. the primary navigational path and the soft fall surfaces)			
9.2	The use zones around play items are highlighted through luminance contrast at ground level			
9.3	The play equipment stands out from the colour of the play surface (through luminance contrast)			
9.4	Tall items provide navigational tools for orientation within the play space			
9.5	Plants, rocks, sitting walls are used to differentiate play pods and direct users around the play space			

10	Equipment:	Yes/No	Accessible Yes/No	Action
10.1	Equipment has a co-ordinated colour scheme			
10.2	All equipment/play elements are offered with equal emphasis (no one item dominates by height, excitement or size)			
10.3	Equipment is scaled for people of differing sizes (e.g. swing seats of varying configurations)			
10.4	Equipment is scaled for people of differing capabilities			
10.5	Some equipment is selected to allow a carer to assist a playing person (e.g. spacious decks on the top of slides)			
10.6	Ramped Access is considered for elevated play experiences, with appropriate manoeuvring space (1525mm turning circle)			
10.7	Transfer systems are used where ramps cannot be used- comprising transfer platforms, transfer steps and transfer supports			
10.8	Ground level play challenges are provided			
10.9	Play equipment has appropriate reach ranges			
11	Access (between and in play spaces):	Yes/No	Accessible Yes/No	Action
11.1	Ground level routes/paths connect most play experiences			
11.2	Ground level accessible routes/paths are minimum 1525mm clear width, and must be consistent in width			
11.3	Ground level routes/paths preferably above 1:20 in gradient, and if steeper, maximum 1:12, with kerbs and handrails in accordance with AS1428			
11.4	There are no items protruding into the space above the accessible route (up to 2000mm in height as per AS1428)			
11.5	Edge protection (e.g. kerbs) is provided where paths are adjacent to a drop off (e.g. a berm or sandpit)			
11.6	Elevated routes within play equipment as per AS1428 requirements for gradient and landings, and AS4685 for handrails. Extensions of handrails in the play area are not required to prevent children running into them			
11.7	A continuous accessible path of travel is provided from the orientation path up to the access point of items of equipment			
11.8	The path of travel through the equipment is highlighted by luminance contrast between adjacent surfaces and features highlighting use			
11.9	The path of travel through the equipment is assisted by handholds, D-handles, gripping points, handrails, guard rails, rope handles, etc.			
12	Surfacing:	Yes/No	Accessible Yes/No	Action
12.1	Generous surfaces are provided around play equipment to park strollers and mobility devices (areas outside impact zones preferable)			
12.2	There is a flush transition between the navigation path and the accessible surface leading up to the equipment			
12.3	The flush transition is luminance contrasted			
12.4	The accessible playing surface in and around play equipment meets the requirements of AS1428 for accessibility			

Can we stay?

13	Safety:	Yes/No	Accessible Yes/No	Action
13.1	The play space can be clearly seen from the adjacent street and/or neighbouring properties			
13.2	There are clear sightlines to all parts of the play space from the central seating area			
13.4	The play space is fenced (min 1200mm high) with self-closing access gates			
13.5	There are hazards such as bodies of water or adjacent roads			
13.6	Supportive facilities (toilets etc) are adequately lit			
13.6	Supportive facilities are clearly visible from the play space			
13.7	The play equipment complies with AS4685 (visual inspection)			
13.8	The play space surfacing complies with AS4685 and AS4422 (visual inspection)			
13.9	Shade is provided in AS4685.0			
14	Facilities:	Yes/No	Accessible Yes/No	Action
	<i>Seating:</i>			
	Seating choices are varied:			
14.1	– Seats with armrests and backrest (AS1428 compliant)			
14.2	– Picnic tables (AS1428 compliant)			
14.3	– Informal seating (e.g. low walls)			
14.4	Seating arrangements are varied:			
	– Individual seating options (for two people)			
	– Group seating options			
14.5	Seats are sited for comfort of the user:			
	– No seats with backs directly against paths			
14.6	– Seats are linked to paths with accessible surfaces			
14.7	– Seats have ample legroom (not placed in impact areas)			
14.8	There is accessible space adjacent to seats for mobility devices, prams and personal belongings			
14.9	There are seating opportunities in a quiet location for retreat			
	<i>Bins:</i>			
14.10	Bin are provided within the play space or at the entry			
14.11	Bins are accessible, particularly to young children			
14.12	Rubbish sorting pictograms comply with wayfinding graphics			
	<i>Drinking Fountains:</i>			
14.13	Drinking water is available inside the boundary of the play space			
	Drinking fountains are accessible:			
14.14	– There is sufficient space around the drinking fountain (minimum 1525mm diameter for turning)			
14.15	– The drinking fountain is wheelchair accessible			
14.16	– The levers and buttons are easy to operate (not requiring muscular force)			
14.17	– There is a drink bottle filling point			

14.18	Dog drinking bowls (if desired) are located min 10m away from the play space			
14.19	Extra drainage is provided at drinking fountains (grated surface pit)			
	<i>BBQs:</i>			
14.20	At least one BBQ should be accessible			
	– BBQ must be joined to main path by a continuous path of accessible travel			
	– Wheelchair accessible to AS1428			
14.21	BBQs are located nearby (within 10m) or within the play space			
	<i>Shade Structures:</i>			
14.22	If required, shall meet AS4685.0			
14.23	Posts are located outside circulation areas			
15	Landscape:	Yes/No	Accessible Yes/No	Action
15.1	Trees are generously provided throughout the play space (to provide shade and shelter)			
15.2	Deciduous and evergreen trees are considered where appropriate			
15.3	Low shrubs and strappy plants define play areas			
15.4	Boulders are considered as play items, and to create a sense of naturalness			
15.5	Natural materials are considered where possible			
15.6	Edging choices are flush with adjacent materials, and do not create trip hazards, or hazards if fallen onto (e.g. steel edges)			
15.6	Picnic areas and respite areas are large enough to consider real grass as a surfacing option			

Neighbourhood Play Space Evaluation Checklist

Can we get there?

1	Getting there:	Yes/No	Accessible Yes/No	Action
	Information about the play space is available before we leave home (e.g. website)			
1.2	Location:	Yes/No	Accessible Yes/No	Action
a)	Located in a District or Neighbourhood park setting			
b)	Adjacent to open space with high landscape amenity and naturalness			
c)	Adjacent to other recreational facilities (e.g. bike tracks, sports courts, skatepark)			
d)	The park is well-known, easy to locate, well-signposted, highly visible			
e)	Located in a quiet, protected area (protected from wind and noise)			
f)	The play space is connected to a path that leads to other amenities			
g)	Siting in the overall landscape is reasonably flat, no steeper than 1:14, enabling a continuous path of accessible travel up to and around the play space from public transport and carpark			
1.3	Immediate context:	Yes/No	Accessible Yes/No	Action
	<i>Carpark:</i>			
a)	Located within 50 to 70m of kerbside parking			
b)	The carpark has kerb ramps			
	<i>Picnic Facilities:</i>			
c)	Sited near picnic tables (at least one, preferably 2)			
	<i>Park Features:</i>			
d)	Sited near open grassy spaces			
1.4	Access:	Yes/No	Accessible Yes/No	Action
a)	There is an accessible path of travel linking through the play space			
b)	The path is a minimum width of 1525mm			
1.5	Signage:	Yes/No	Accessible Yes/No	Action
a)	Park signage is in accordance with Council's signage code			
b)	The sign is a suitable height (as per AS1428 4.2 Wayfinding) for children and adults			
c)	The sign contains large, legible text			
d)	The sign contains park name and play space name			
1.6	Play Space entrance:	Yes/No	Accessible Yes/No	Action
a)	Obvious and visible from carpark/streetscape			
b)	Sense of welcome using trees, boulders, artwork			
c)	Includes signage (see above)			
1.7	Upon arrival:	Yes/No	Accessible Yes/No	Action
	<i>Layout:</i>			
a)	There are clear entry points to the play space			
b)	There is a clear navigation path linking the prominent parts of the play space			
c)	A central gathering/arrival space is provided			
d)	Play pods and gathering spaces are distributed around the navigation path			
e)	Respite areas are integrated off the navigation path			
f)	There are clear lines of sight across the play space for carers			

Can we play?

2.1	Play experience:	Yes/No	Accessible Yes/No	Action
	The play space provides opportunities for a variety of age groups			
a)	– Babies and toddlers (0-5 years old)			
b)	– Children (primary school) (6-12 years old)			
c)	– Young people (13-20 years old)			
d)	– Adults (25 +)			
e)	– Older people (65 +)			
f)	The play experience is welcoming and inclusive for people of various capabilities which includes a range of various disabilities			
g)	– Imaginative + creative play			
h)	– Social play			
i)	– Active play			
j)	– Cognitive play challenges (problem solving)			
k)	– Sensory play provision			
l)	– Exploratory + natural play			
m)	– Intergenerational play (min. one choice)			
n)	– Quiet play/observation/enjoyment of others playing			
o)	– Side-by-side play offers (within one play experience)			
p)	– Free play			
r)	There is a multi-user equipment item (e.g. rocker)			
s)	There are dedicated separate play experiences for differing ability levels/ages/needs (e.g. baby/toddler area)			
t)	Graduated challenge is provided within one type of play experience (usually physical) e.g. a balancing challenge that progressively gets harder, in a sequence of items			
u)	There are quiet spots for unprogrammed play events			
2.2	Wayfinding:	Yes/No	Accessible Yes/No	Action
a)	There is sufficient luminance contrast between adjacent ground surfaces (e.g. the primary navigational path and the soft fall surfaces)			
b)	The use zones around play items are highlighted through luminance contrast at ground level			
c)	The play equipment stands out from the colour of the soft fall play surface (through luminance contrast)			
d)	Plants, rocks, sitting walls are used to differentiate play pods and direct users around the play space			

2.3	Equipment:	Yes/No	Accessible Yes/No	Action
a)	Equipment has a co-ordinated colour scheme			
b)	All equipment/ play elements are offered with equal emphasis (no one item dominates by height, excitement or size)			
c)	Equipment is scaled for people of differing sizes (e.g. swing seats of varying configurations)			
d)	Equipment is scaled for people of differing capabilities			
e)	Some equipment is selected to allow a carer to assist a playing person (e.g. spacious decks on the top of slides)			
f)	Ground level play challenges are provided			
g)	Play equipment has appropriate reach ranges			
2.4	Access (between and in play spaces):	Yes/No	Accessible Yes/No	Action
a)	Ground level routes/paths connect most play experiences			
b)	Ground level accessible routes/paths are minimum 1525mm clear width, and must be consistent in width			
c)	Ground level routes/paths preferably above 1:20 in gradient, and if steeper, maximum 1:12, with kerbs and handrails in accordance with AS1428			
d)	There are no items protruding into the space above the accessible route (up to 2000mm in height as per AS1428)			
e)	Edge protection (e.g. kerbs) is provided where paths are adjacent to a drop off (e.g. a berm)			
f)	Elevated routes within play equipment as per AS1428 requirements for gradient and landings, and AS4685 for handrails. Extensions of handrails in the play area are not required to prevent children running into them			
g)	A continuous accessible path of travel is provided from the orientation path up to the access point of items of equipment			
h)	The path of travel through the equipment is highlighted by luminance contrast between adjacent surfaces and features highlighting use			
i)	The path of travel through the equipment is assisted by handholds, D-handles, gripping points, handrails, guard rails, rope handles, etc.			
2.5	Surfacing:	Yes/No	Accessible Yes/No	Action
a)	Generous surfaces are provided around play equipment to park strollers and mobility devices (areas outside impact zones preferable)			
b)	There is a flush transition between the navigation path and the accessible surface leading up to the equipment			
c)	The flush transition is luminance contrasted			
d)	The accessible playing surface in and around play equipment meets the requirements of AS1428 for accessibility			

Can we stay?

3.0	Safety:	Yes/No	Accessible Yes/No	Action
a)	The play space can be clearly seen from the adjacent street and/or neighbouring properties			
b)	There are clear sightlines to all parts of the play space from the central seating area			
c)	The play space is fenced (min 1200mm high) with self-closing access gates			
d)	There are hazards such as bodies of water or adjacent roads			
e)	The play equipment complies with AS4685 (visual inspection)			
f)	The play space surfacing complies with AS4685 and AS4422 (visual inspection)			
g)	Shade is provided in accordance with the Cancer Council recommendations, and AS4685.0			
3.1	Facilities:	Yes/No	Accessible Yes/No	Action
	<i>Seating at play space:</i>			
	Seating choices are varied:			
a)	– Seat with armrests and backrest (AS1428 compliant) at least one			
b)	– Picnic table (AS1428 compliant) at least one			
	Seating arrangements are varied:			
c)	– Individual seating (for two people)			
d)	– Group seating			
	Seats are sited for comfort of the user:			
e)	– Seats are linked to paths with accessible surfaces			
f)	– Seats have ample legroom (not placed in impact areas)			
g)	There is accessible space adjacent to seats for mobility devices, prams and personal belongings			
h)	There are seating opportunities in a quiet location for retreat			
	<i>Bins:</i>			
i)	Bins are provided within the play space or at the entry			
j)	Bins are accessible, particularly to young children			
k)	Rubbish sorting pictograms comply with wayfinding graphics			
	<i>Drinking Fountains:</i>			
l)	Drinking water is available inside the boundary of the play space			
	Drinking fountains are accessible:			
m)	– There is sufficient space around the drinking fountain (minimum 1525mm diameter for turning)			
n)	– The drinking fountain is wheelchair accessible			
o)	– The levers and buttons are easy to operate (not requiring muscular force)			
p)	– There is a drink bottle filling point			
q)	Dog drinking bowls (if desired) are located min 10m away from the play space			
r)	Extra drainage is provided at drinking fountains (grated surface pit)			
	<i>Shade Structures:</i>			
s)	If required, shall meet AS4685.0 and Cancer Council recommendations			
t)	Posts are located outside circulation areas			

3.2	Landscape:	Yes/No	Accessible Yes/No	Action
a)	Trees are generously provided throughout the play space (to provide shade and shelter)			
b)	Deciduous and evergreen trees are considered where appropriate			
c)	Low shrubs and strappy plants define play areas			
d)	Boulders are considered as play items, and to create a sense of naturalness			
e)	Natural materials are considered where possible			
f)	Edging choices are flush with adjacent materials, and do not create trip hazards, or hazards if fallen onto (e.g. steel edges)			
g)	Picnic areas and respite areas are large enough to consider real grass as a surfacing option			

Pocket Play Space Evaluation Checklist

Can we get there?

1	Getting there:	Yes/No	Accessible Yes/No	Action
	Information about the play space is available before we leave home (e.g. website)			
2	Location:	Yes/No	Accessible Yes/No	Action
	Located in a local or Pocket park setting			
	Adjacent to open space with high landscape amenity and naturalness			
	The park is easy to locate and highly visible			
	Located in a quiet area, protected from wind and noise			
	Siting in the overall landscape is reasonably flat, no steeper than 1:14, enabling a continuous path of accessible travel up to and around the play space from public transport and carpark			
3	Immediate context:	Yes/No	Accessible Yes/No	Action
	<i>Carpark:</i>			
	Located within 50m of side street parking			
	<i>Park Features:</i>			
	Sited near open grassy space			
4	Access:	Yes/No	Accessible Yes/No	Action
	There is an accessible path of travel linking through the play space			
	The path is a minimum width of 1525mm			
5	Signage:	Yes/No	Accessible Yes/No	Action
	Park signage is in accordance with Council's signage code			
	The sign is a suitable height (as per AS1428 4.2 Wayfinding) for children and adults			
	The sign contains:			
	– large, legible text			
	– park name and play space name			
6	Play Space entrance:	Yes/No	Accessible Yes/No	Action
	Obvious and visible from the street			
	Includes signage (see above)			
7	Upon Arrival:	Yes/No	Accessible Yes/No	Action
	<i>Layout:</i>			
	There is a clear entry point to the play space			
	A central gathering/arrival space is provided			
	Play pods and secondary spaces are connected to the gathering space			
	There are clear lines of site across the play space for carers			

Can we play?

8	Play experience:	Yes/No	Accessible Yes/No	Action
	The play space provides opportunities for a variety of age groups			
	– Babies and toddlers (0-5 years old)			
	– Children (primary school) (6-12 years old)			
	– Young people (13-20 years old) where possible			
	The play experience is welcoming and inclusive for people of various capabilities which includes a range of various disabilities			
	Varied play types and experiences are provided			
	– Imaginative and creative play			
	– Social play			
	– Active play			
	– Cognitive play challenges (problem solving)			
	– Sensory play provision			
	– Exploratory + natural play			
	– Intergenerational play (min. one choice)			
	– Quiet play/observation/enjoyment of others playing			
	– Side-by-side play offers (within one play experience)			
	– Free play			
	Graduated challenge is provided within one type of play experience (usually physical) e.g. a balancing challenge that progressively gets harder, in a sequence of items			
	There are quiet spots for unprogrammed play events			
9	Wayfinding:	Yes/No	Accessible Yes/No	Action
	There is sufficient luminance contrast between adjacent ground surfaces (e.g. the gathering space and the play surfacing)			
	The play equipment stands out from the colour of the play surface (through luminance contrast)			
	Plants, rocks and sitting walls are used to differentiate play pods and direct users around the play space			
10	Equipment:	Yes/No	Accessible Yes/No	Action
	Equipment has a co-ordinated colour scheme			
	All equipment/play elements are offered with equal emphasis (no one item dominates by height, excitement or size)			
	Equipment is scaled for people of differing sizes (e.g. swing seats of varying configurations)			
	Equipment is scaled for people of differing capabilities			
	Some equipment is selected to allow a carer to assist a playing person (e.g. spacious decks on the top of slides)			
	Ground level play challenges are provided			
	Play equipment has appropriate reach ranges			

11	Access (between and in play spaces):	Yes/No	Accessible Yes/No	Action
	Ground level routes/paths connect most play experiences			
	Entry path is preferably above 1:20 in gradient, and if steeper, maximum 1:12, with kerbs and handrails in accordance with AS1428			
	There are no items protruding into the space above the accessible route (up to 2000mm in height as per AS1428)			
	Edge protection (e.g. kerbs) is provided where paths are adjacent to a drop off (e.g. a berm)			
	A continuous accessible path of travel is provided from the gathering space up to the access point of items of equipment			
	The use of equipment is assisted by luminance contrasted handholds, D-handles, gripping points, handrails, guard rails, rope handles, etc.			
12	Surfacing:	Yes/No	Accessible Yes/No	Action
	Generous surfaces are provided in the gathering space to park strollers and mobility devices			
	There is a flush transition between the gathering space and the accessible surface leading up to the equipment			
	The flush transition is luminance contrasted			
	The accessible playing surface in and around play equipment meets the requirements of AS1428 for accessibility			

Can we stay?

13	Safety:	Yes/No	Accessible Yes/No	Action
	The play space can be clearly seen from the adjacent street and/or neighbouring properties			
	There are clear sightlines to all parts of the play space from the central seating area			
	The play space is fenced (min 1200mm high) with self-closing access gates			
	There are hazards such as bodies of water or adjacent roads			
	The play equipment complies with AS4685 (visual inspection)			
	The play space surfacing complies with AS4685 and AS4422 (visual inspection)			
	Shade (preferably trees) is provided in accordance with the Cancer Council recommendations, and AS4685.0			
14	Facilities:	Yes/No	Accessible Yes/No	Action
	<i>Seating:</i>			
	Provide seats with armrests and backrest (AS1428 compliant) at least one			
	Seats are sited for comfort of the user:			
	– Seats are linked to the gathering space with accessible surfaces			
	– Seats have ample legroom (not placed in impact areas)			
	There is accessible space adjacent to seats for mobility devices, prams and personal belongings			
	<i>Bins:</i>			
	Bins are provided within the play space or at the entry			
	<i>Drinking Fountains:</i>			
	Drinking water is available inside the boundary of the play space			
	If a drinking fountain is provided, it should be accessible:			
	– There is sufficient space around the drinking fountain (minimum 1525mm diameter for turning)			
	– The drinking fountain is wheelchair accessible			
	– The levers and buttons are easy to operate (not requiring muscular force)			
	– There is a drink bottle filling point (a tap is also suitable)			
	Dog drinking bowls (if desired) are located min 10m away from the play space			
	Extra drainage is provided at drinking fountains (grated surface pit)			
	<i>Shade Structures:</i>			
	Trees should be planted for shade			
	If shade structures are required, they shall meet AS4685.0 and Cancer Council recommendations			
	Posts are located outside circulation areas			
15	Landscape:	Yes/No	Accessible Yes/No	Action
	Trees are generously provided adjacent to the play space (to provide shade and shelter)			
	Deciduous and evergreen trees are considered where appropriate			
	Low shrubs and strappy plants can be considered			
	Boulders are considered as play items, and to create a sense of naturalness			
	Natural materials are considered where possible			
	Edging choices are flush with adjacent materials, and do not create trip hazards, or hazards if fallen onto (e.g. steel edges)			

Waverley Demographic Context – In Depth

Population and Density

Current and Forecast Population

The most recent published estimated residential population (ERP) of Waverley LGA in 2018 was 74,114 people (ABS, 2018).

Between 2011 and 2016, the ERP of Waverley LGA increased from 68,698 people in 2011 to 72,013 people in 2016, representing a 4.8% increase in population over those five years. In comparison, the population of Greater Sydney increased by 9% (nearly double the Waverley rate) between 2011 and 2016.

Redevelopment of existing housing is expected to result in some slower but incremental growth throughout Waverley LGA over the next 10 years. By 2031 the residential population in Waverley LGA is projected to increase slowly to 74,215 people. New development over the next 10 years will be focused within and around key centres such as Bondi Junction.

Figure 0.1: Population Forecast for Waverley LGA, 2011-2041

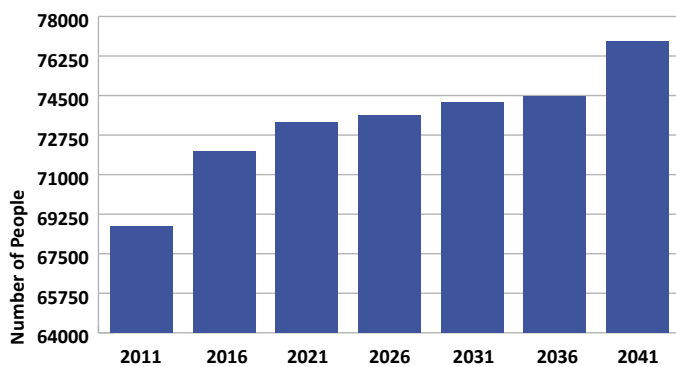
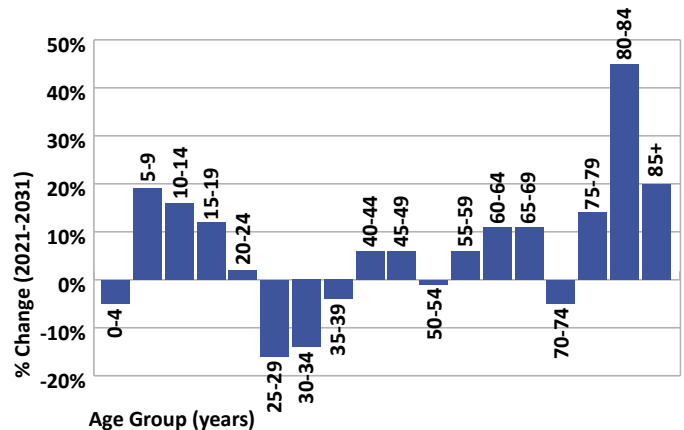


Figure 0.2 shows that from 2021 – 2031, the population changes in Waverley LGA are forecast as:

- > 5% decrease in the 0 to 4 years population;
- > 12% increase in the 5 to 24 years age group;
- > 15% decline in the number of people in the 25 to 39 years age group;
- > Slight increase (5%) in people aged 40 to 74 years; and
- > Significant increase (24%) in the number of people aged 75 years and over.

Figure 0.2: Changes in Population in Waverley LGA by Age Group, 2021-2031



An increasing population results in: increasing pressure on existing play spaces, and demand for additional play spaces.

Increases in the proportion of children and young people (5 to 24 years) and older people (over 75 years) indicates the need for an intergenerational approach to play spaces.

Population Density

The residential population density of Waverley LGA is one of the highest in Australia at 80 persons per hectare.

In comparison, City of Sydney has 90 persons per hectare, with residential densities highest in the suburbs of Kings Cross (294 people per hectare) and Elizabeth Bay (226 persons per hectare). Population densities in Woollahra and Randwick LGAs, which adjoin Waverley, are 48 and 42 people per hectare respectively. Across Greater Sydney the average population density is 4.2 people per hectare.

Within Waverley LGA, the most densely populated suburbs are Bondi (127 persons per hectare) and Bondi Beach (112 persons per hectare).

The suburbs of Queens Park and Dover Heights have the lowest population densities.

High population and housing densities mean comparatively low access to private or public open space. Adequate and equitable provision of public play spaces are necessary to fill this need.

This is particularly important as population densities are set to increase further over the next ten years, especially in the existing high-density areas of Bondi and Bondi Beach.

Demographics

Population Characteristics

Compared to Greater Sydney (GS), the Waverley local government area (WLGA) community in 2016 was characterised by:

- > Lower proportion of Aboriginal and Torres Strait Islanders (0.4% WLGA, 1.5% GS);
- > Similar median age (35 years in WLGA, 36 years in GS);
- > The dominant age group being the young workforce/parents and homebuilders aged 25 to 49 years (48% WLGA, 37% GS);
- > Lower proportion of younger people aged 0 to 24 years (25% WLGA, 32% GS);
- > Lower proportion of older people aged 50 years and over (27% WLGA, 31% GS);
- > Similar proportion born overseas (38% WLGA, 37% GS). Main countries where Waverley residents were born overseas are the United Kingdom, South Africa, New Zealand, Brazil, Ireland, United States, Italy, France, China and Israel;
- > Smaller proportion of people speaking a language other than English at home (21% WLGA, 36% GS). Key community languages in Waverley are Russian, Spanish, Portuguese, French, Italian, and Hebrew;
- > Higher educational achievement with a bachelor or higher degree (44% WLGA, 28% GS);
- > Higher employment rate (96% WLGA, 94% GS);
- > Employment in white-collar industries particularly professional/scientific/technical services (17%), health care and social assistance (10%), financial and insurance services (9%), education and training (8%), accommodation and food services (7%), and retail trade (7%);
- > Employment in white-collar occupations particularly professionals (39%), managers (20%), clerical and administration (10%);
- > Higher rate of volunteering (19% WLGA, 17% GS);

- > Smaller household size (2.27 people in WLGA, 2.72 people in GS);
- > Households comprising lone persons (25% WLGA, 20% GS), couples with children (24% WLGA, 35% GS), couples without children (23% WLGA, 22% GS), and group households (10% WLGA, 5% GS);
- > Higher median weekly household income (\$2,298 WLGA, \$1,745 GS);
- > Living in medium or high-density housing (83% WLGA, 44% GS);
- > Lower rate of dwelling ownership or mortgage (44% WLGA, 59% GS);
- > Higher rate of dwelling rental (43% WLGA, 33% GS);
- > Lower motor vehicle ownership (17% WLGA households have no motor vehicles compared to 11% of GS households; 29% WLGA households have two or more motor vehicles compared to 46% GS); and
- > Higher socio-economic advantage (SEIFA Index of Disadvantage 1091 WLGA, 1018 GS).

The Waverley community is made up predominantly of young workforce/parents aged 25 to 49 years, who mostly speak English, are very well educated, and earn above average incomes in white-collar occupations and industries. Residents in Waverley are more likely to live in smaller households, renting in medium to high-density areas, and to own fewer cars.

Play provision in the Waverley LGA should be suited to these characteristics, including accounting for the typical working hours of parents, and the proximity of residents to play spaces. This can be achieved by providing an equitable distribution of quality play spaces and diverse play experiences.

Characteristics of People with a Disability and Carers in Waverley LGA

The profile of disability in Waverley LGA can be analysed with respect to disability type, need for assistance, and distribution of carers. Data for disability types specifically in Waverley LGA is not readily available, however census data can be used to examine the typical trends in disability types, hence giving an indicative picture of the disability profile in Waverley LGA. Data describing need for assistance and distribution of carers in Waverley LGA can be derived from census data.

Disability in Australia

This section describes disability statistics in Australia derived from the 2016 census, specifically Section 4430.0 – Disability, Ageing and Carers, Australia: Summary of Findings 2018 (ABS).

As of the 2016 census, there are 4.4 million Australians with a disability – representing 17.7% of the total population – where disability is defined in the census as “any limitation, restriction or impairment which restricts everyday activities and has lasted, or is likely to last, for at least six months”.

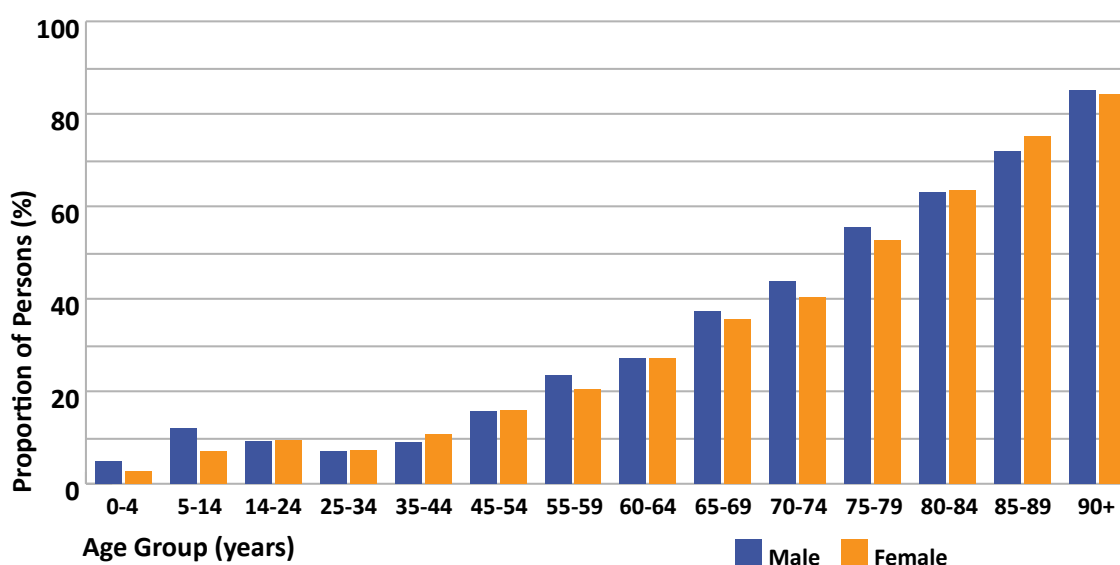
In the census, disabilities are broken down into six categories, being:

- > Head injury, stroke or acquired brain injury;
- > Intellectual;
- > Physical restriction;
- > Psychosocial;
- > Sensory and speech; and
- > Other.

Of the 4.4 million Australians with a disability, over three-quarters (76.8%) report a physical disorder as their main condition, while one-quarter (23.2%) report a mental or behavioural disorder as their main condition.

Disability is more prevalent with age, as shown in Figure 0.3, and so the overall data tends to be skewed towards older people – for example, the most common physical disorder is musculoskeletal, including arthritis and related disorders (most commonly seen in adults over the age of 65⁸).

Figure 0.3: Disability Prevalence by Age and Sex [ABS]



8. Arthritis, Healthline, 2017

Disability looks different for Australian children (i.e. aged under 15 years). 357,500 Australian children have a disability, representing 7.7% of the population, of which the most common disability type is intellectual (4.5% of children). The disability breakdown for Australian children is shown in Figure 0.4.

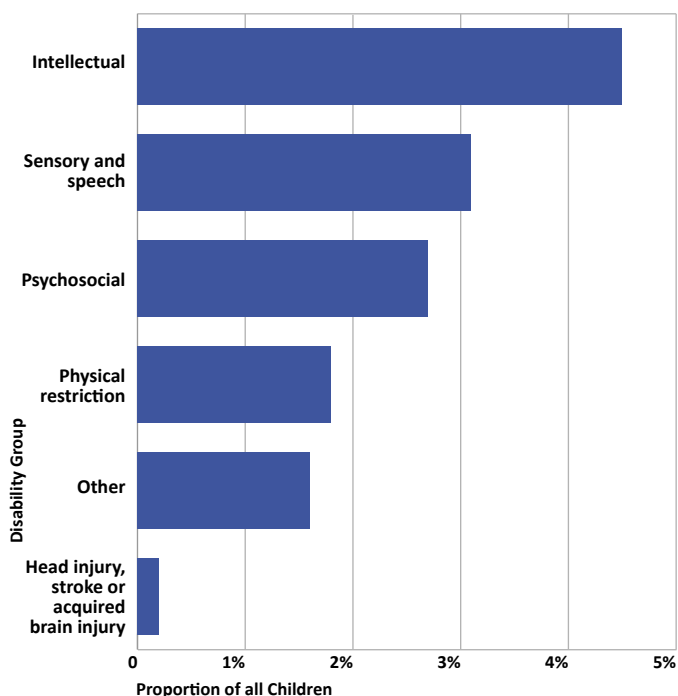
Understanding the differences in common disability types for children compared to the overall population is essential for inclusive play space provision and design. Understanding that children with a disability are 2 – 3 times more likely to have intellectual and sensory processing disorders (e.g. autism, ADHD), as opposed to physical restrictions (e.g. cerebral palsy) can be used to inform play space design.

The disability profile for children is typically more complex than the general population, as co-morbidity (i.e. the presence of additional conditions occurring with a primary condition) is more common in children than adults. For example, a child with autism may also have a vision impairment.

The disability breakdown for children is vastly different to the greater Australian population. While the most common disability in the general population is a physical disorder, the most common disability amongst children is intellectual.

Children are more likely to have co-morbid conditions along with a primary disability, hence designing for children with disabilities means accounting for a whole spectrum of disability groups. This information is essential for inclusive play space design that meets the needs of the community.

Figure 0.4: Disability Breakdown for Children Under 15 years [ABS]



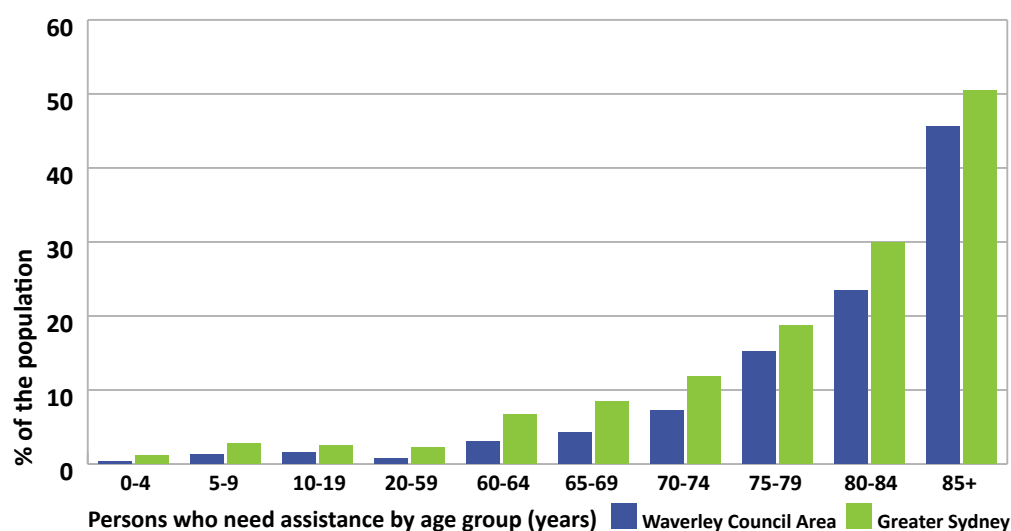
Need for Assistance

Waverley Council's disability statistics are derived from Profile ID⁹. They relate directly to a person's need for assistance due to a severe or profound disability. Need for assistance is based on self-reporting and is not directly indicative of disability – for instance, someone may use a mobility aid and therefore needs assistance with core activities, but may not identify as having a disability.

Reported need for assistance with core activities by residents in Waverley LGA in 2016 is as follows:

- > 1,990 people (3% of residents) identified that they require assistance with core activities;
- > The need for assistance with core activities experienced by Waverley residents (3%) is lower than for Greater Sydney (4.9%);
- > The need for assistance with core activities generally increases with age. Assistance is required most by people aged 80 years and over in Waverley LGA (69%);
- > The need for assistance by Waverley residents has increased slightly between 2011 (2.8%) and 2016 (3%); and
- > The need for assistance with core activities is higher among females (59%) than males (41%).

Figure 0.5: Need for Assistance with Core Activities



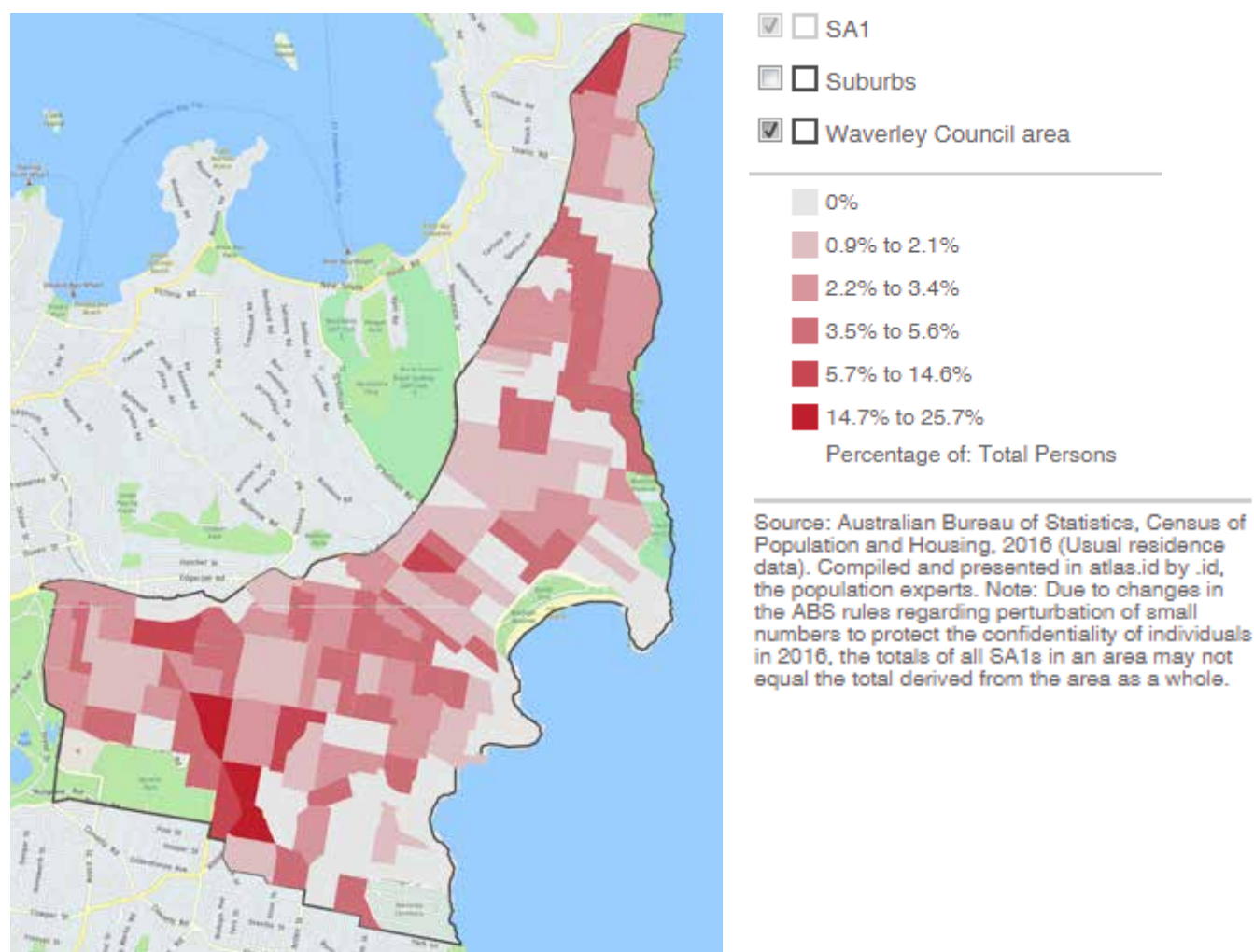
9. 'An Inclusive Community for Everyone: Eastern Suburbs 2017-2021', Waverley Council, 2017

Figure 0.6 shows there are concentrations of people in need of assistance with core activities at:

- > Bondi Junction;
- > Bondi (suburb);
- > Vaucluse and Dover Heights; and
- > Waverley (suburb).

Concentrations of people needing assistance with core activities are particularly found at Mark Moran Vaucluse Retirement Village and the War Memorial Hospital.

Figure 0.6: People in Need of Assistance Due to Disability



While need for assistance is lower in Waverley than Greater Sydney, the number of residents needing assistance has increased since 2011. In particular, the number of older residents aged 80+ requiring assistance has increased since 2011.

Play space design can assist those in need of assistance by providing opportunities for rehabilitative equipment and opportunities for movement and gentle exercise in a social environment.

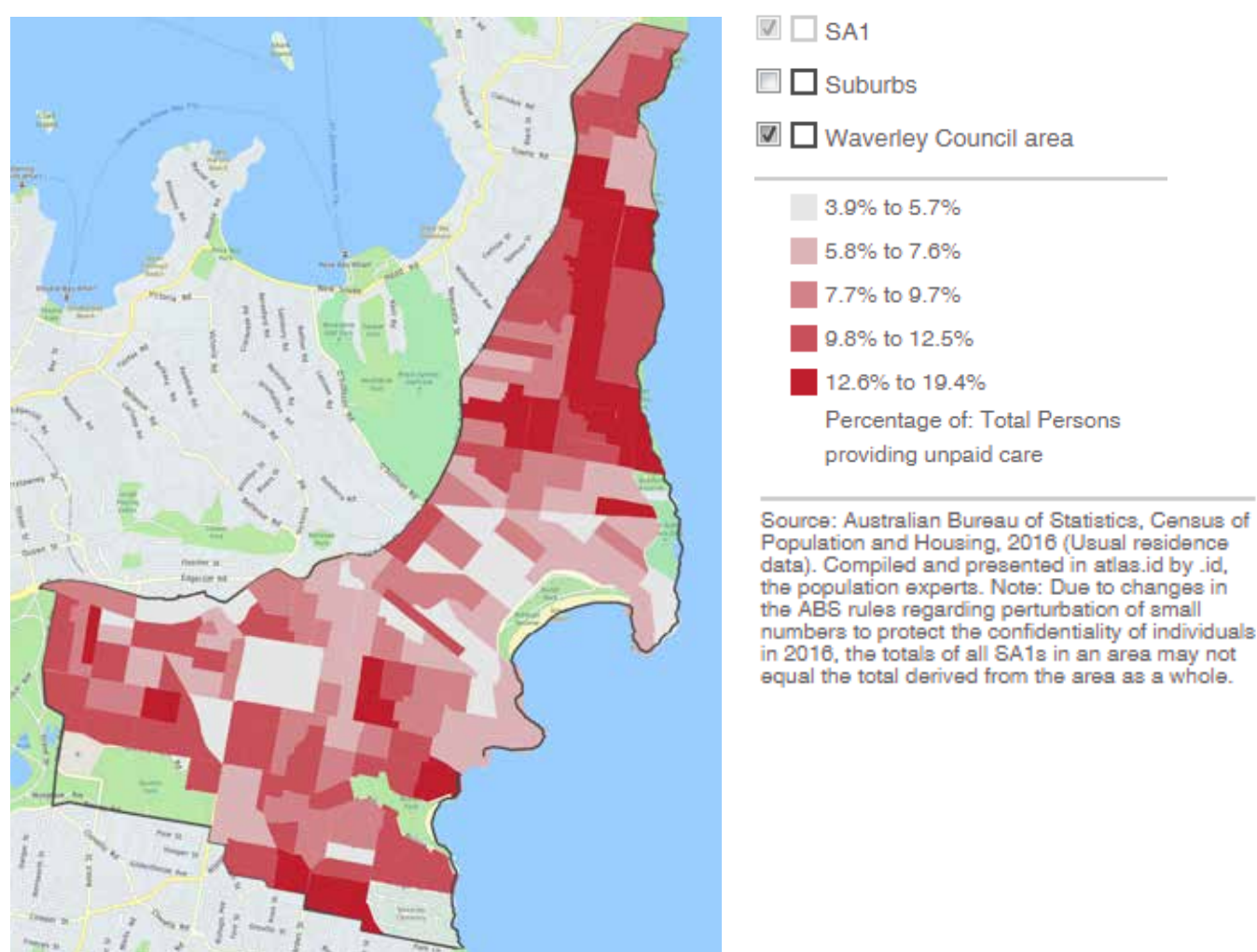
Carers in Waverley LGA

As of 2016, 4,840 people (8.6% of the population) aged 15 years and over provide unpaid assistance to a person with a disability, long term illness or old age¹⁰. The proportion of Waverley residents providing unpaid care to family members or others is lower than for Greater Sydney (11.1%). However, the number of people who provided unpaid assistance to a person with a disability, long term illness or old age in Waverley LGA increased by 192 people between 2011 and 2016.

Most unpaid carers living in Waverley LGA are female (59%), and the majority (64%) of unpaid carers living in Waverley are aged 35 to 64 years.

Figure 0.7 shows there is a slight concentration of unpaid carers in the Vaucluse/Dover Heights area, with a relatively even distribution of unpaid carers across the remainder of the LGA.

Figure 0.7: Unpaid Aged and Disability Carers



A relatively even distribution of unpaid carers across the LGA indicates a universal need for services and amenities, including public play spaces, to assist carers in providing quality care to those needing assistance in Waverley.

10. '2016 Census of Population and Housing: General Community Profile – Waverley LGA', Australian Bureau of Statistics, 2016

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a full page of a handwriting practice worksheet. It consists of approximately 20 horizontal rows. Each row is defined by two parallel dashed lines, creating a series of uniform gaps for letter height. The lines are evenly spaced across the entire page, providing a guide for consistent letter formation. There is no text or other markings on the page.



Fiona Robbé
Landscape architecture,
horticulture and playspace design



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